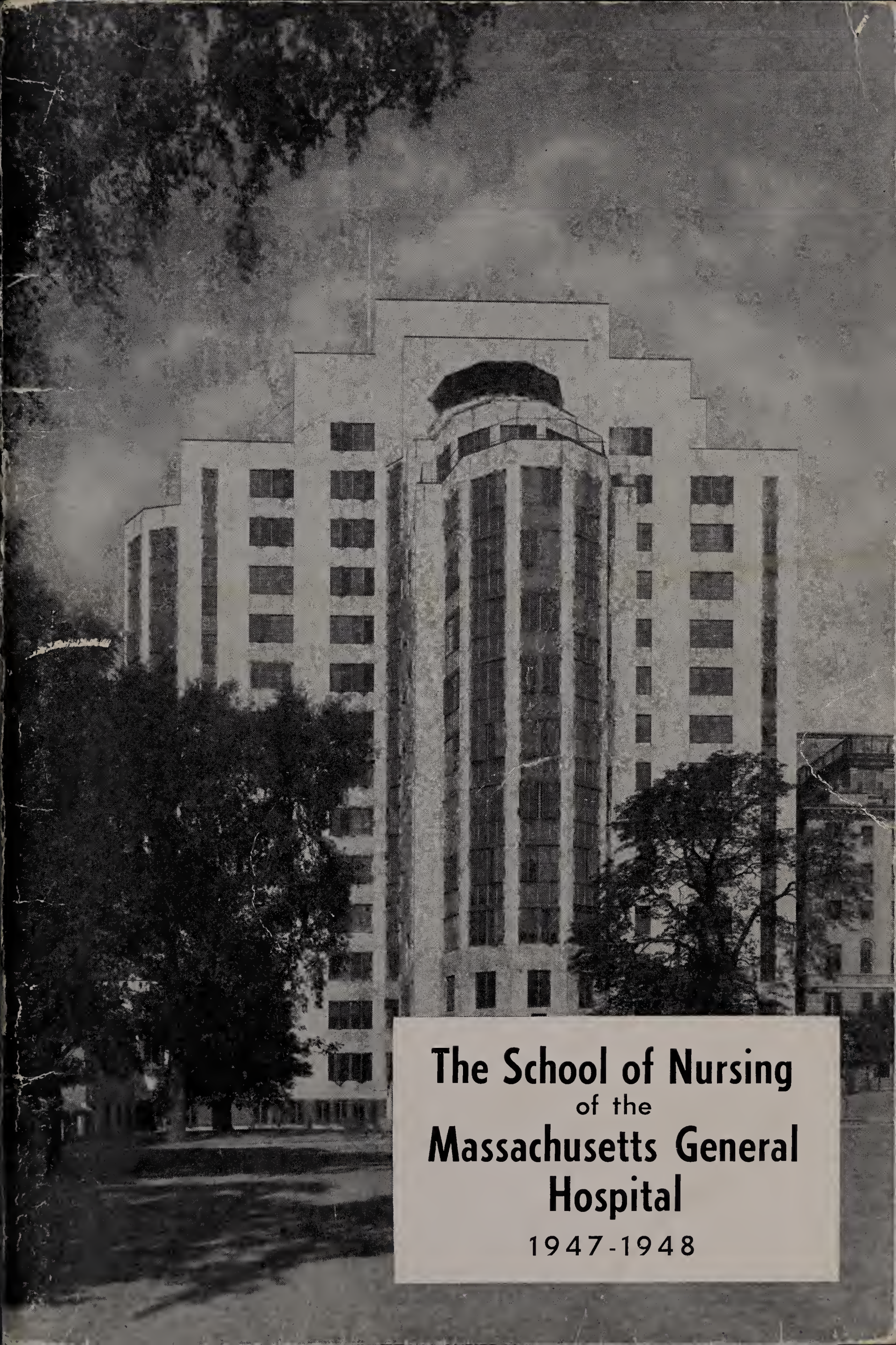

The School of Nursing
of the
Massachusetts General Hospital
1947-1948

Massachusetts General Hospital

Boston 14

Nathaniel W. Faxon, M.D.
Director

Ruth Sleeper, R.N.
Director, School of Nursing
and Nursing Service

Spring, 1948

Dear Applicant:

Beginning September, 1948, plans have been made for a reorganization of the program in this School of Nursing. We wanted to tell you about this because the catalogue has not yet been revised. We also wanted to tell you about it because we know you would be interested in learning that the school of your choice is keeping up with the new trends in nursing education.

This new plan has been made after a long period of study, and consideration of various types of programs. It is one of the first of its kind in the country, and yet at the same time it is not so different from our old program as to in any way give you the feeling that you will not secure the best in nursing

The first period we are calling the educational period. This is twenty-eight months long. During this time, although weekly hours are to be shorter, the students will have experience on the wards, as they always have had, taking care of patients. The emphasis is, however, on the student's education, so that she will have more opportunity to learn to give good nursing care. The ward practice during this time is planned to the point of safe learning, but not of skill. During this period there will be a good breadth of experience. The preclinical period is extended to six months in order to spread the class work and to make the period a more reasonable one, both in terms of study and in terms of learning. Following the six months preclinical period there will be five three-month periods including three months each of medical nursing, surgical nursing, children's nursing, obstetrical nursing, and psychiatric nursing. There will be two months in the Operating Room, one month in the special Diet Kitchen, one month in the Out-patient Department, and three vacations.

The second period of eight months is to be a period of practical internship. During this period the student should develop the skills requisite to a graduate nurse. I think you will see by now that what we have tried to do is to put nursing education on a basis more nearly like that of medical education or education for the special fields such as nutrition or social service. In these other fields the students have their basic education first, and then a period of practical internship in the hospital, during which time they become skilled practitioners in their special fields. Because the student nurses during this eight months internship will give full time to nursing care, they will receive a stipend of $30.00 a month for the eight months. This is offered to the students because during this internship period they will be making a very definite contribution to the care of the patients. As they practice for skill they will carry on considerable repetitive work, as in the past. But now that this repetitive work has been separated in part from her early learning experience we

feel that we can recognize this service by the monthly stipend. The new program like the old one will meet state requirements so far as we know in every state in the country.

This new program is to be a more expensive program that we have had in the past. Student hours are to be shorter. More teachers are needed. The charges which are to be effective in September 1948 are as follows:

On entrance	Tuition	$100.00			
	Uniforms	85.00			
	Books	30.00			
	Fees	26.50		Total	$241.50
After 6 months	Books	10.00		Total	10.00
After 12 months	Tuition	50.00			
	Fees	5.50		Total	55.50
After 18 months	Uniforms	29.00	(Approx)	Total	29.00
After 24 months	Tuition	50.00			
	Fees	5.50		Total	55.50
		Total for three years			$391.50

The major difference in these charges is that of tuition. The tuition has been increased a total of $100.00. The increase in uniforms is due to the increased cost of the uniforms themselves, not to increased charges at the School of Nursing. In the end the cost of the program is actually less than before since you will earn $240.00 during your senior year.

I hope that this new program will make no difference in your feeling relative to the choice of your school of nursing. We hope it will increase your interest in the School, because it is a forward looking step in nursing education.

There are some scholarships available for students entering the School. If the change in tuition is to make difficulty for you, I would suggest that you write to ask us about tuition scholarships. The number is not umlimited, but for students who have good credentials and financial need we do have scholarship aid.

If you have further questions which you would like to ask us about the new program, please do not hesitate to write. We believe so strongly that students will find greater satisfaction in the School of Nursing when more time is allowed to study and to learn to give good nursing care that we should welcome the opportunity to tell you more about it.

Sincerely yours,

Ruth Sleeper

Ruth Sleeper, R.N.
Director of the School of Nursing
and Nursing Service

RS:BF

VIEW OF THE HOSPITAL

1. George Robert White Surgical Building, 2. Bulfinch Building, 3. Baker Memorial, 4. Phillips House, 5. Massachusetts Eye and Ear Infirmary, 6. Out-Patient Department, 7. Moseley Building, 8. Walcott House, 9. Charles River.

The School of Nursing

OF THE

Massachusetts General Hospital

BOSTON, MASSACHUSETTS

ANNOUNCEMENT

FOR

1947 and 1948

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SCHOOL OF NURSING

OFFICERS, INSTRUCTORS, AND SUPERVISORS

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Mrs. Robert Homans

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FACULTY—TEACHING AND SUPERVISORY STAFF

SALLY JOHNSON, R.N., B.S.
Director Emeritus of the School of Nursing and Nursing Service

Diploma, State Normal School, New Britain, Conn., 1898; Diploma, Massachusetts General Hospital Training School for Nurses, 1910; Postgraduate Course, McLean Hospital School for Nurses, 1911; B.S., Teachers College, Columbia University, 1932; Diploma, Principal of School of Nursing and Director of Nursing Service, Teachers College, Columbia University, 1932; Instructor of Theoretical and Practical Nursing, St. Luke's Hospital, New Bedford, Mass., 1911; Instructor of Practical Nursing, Peter Bent Brigham Hospital, Boston, Mass., 1912; Assistant Superintendent of Nurses, Peter Bent Brigham Hospital, Boston, Mass., 1913; Superintendent of Nurses, Albany Hospital, N. Y., 1917-1920; Director, Army School of Nursing, Walter Reed General Hospital, Washington, D. C., July 1, 1918-December 1, 1918; Superintendent of Nurses and Principal of the School of Nursing, Massachusetts General Hospital, 1920-1946; Superintendent of Nurses, Massachusetts Eye and Ear Infirmary, 1923-1946; Instructor in Professional Problems, 1920-1946; Instructor in Social Hygiene, 1933-1946. Director Emeritus of the School of Nursing and Nursing Service, 1946-.

RUTH SLEEPER, R.N., M.A., *Director of the School of Nursing and Nursing Service*

Diploma, Massachusetts General Hospital Training School for Nurses, 1922; B.S. and Diploma in Teaching, Teachers College, Columbia University, 1925; M.A., Teachers College, Columbia University, 1935; Assistant Instructor in Science, Massachusetts General Hospital, 1922-1923; Instructor in Science, Peter Bent Brigham Hospital, Boston, Mass., 1924-1927; Instructor in Anatomy and Physiology, Western Reserve University, School of Nursing, Cleveland, Ohio, 1927-1932; Instructor, Summer Session, Teachers College, Columbia University, 1932; Acting Assistant Superintendent of Nurses, Peter Bent Brigham Hospital, Boston, Mass., 1932-1933; Assistant Superintendent of Nurses and Assistant Principal of the School of Nursing, Massachusetts General Hospital, 1933-1946; Instructor in History of Nursing, 1933-1946; Director of School of Nursing and Nursing Service, 1946-

SYLVIA PERKINS, R.N., M.A., *Assistant Director of the School of Nursing and Supervisor of Instruction in Nursing*

Diploma, Massachusetts General Hospital Training School for Nurses, 1928; B.S. and Diploma in Teaching, Teachers College, Columbia University, 1932; M.A., Teachers College, Columbia University, 1938; Assistant Instructor in Sciences, Massachusetts General Hospital, 1928-1930; Medical Head Nurse and Instructor of Materia Medica, 1931; Director of Theoretical Instruction and Instructor of Sciences, Flushing Hospital, Flushing, New York, 1932-1935; Instructor of Ward Teaching, 1935-1938 and Director of School and Nursing Service, 1936-1938, Morristown Memorial Hospital Post-Graduate School, Morristown, New Jersey; Assistant Professor of Nursing and Assistant Director of Clinical Nursing Education, Russell Sage College School of Nursing, 1938-1940; Supervisor of Instruction in Nursing, Massachusetts General Hospital School of Nursing, 1940-; Instructor in Nursing, 1940-; Assistant Director of the School of Nursing, 1941-

EDNA LEPPER, R.N., B.S., *Assistant Director of the Nursing Service*

Diploma, Massachusetts General Hospital Training School for Nurses, 1926; B.S., Teachers College, Columbia University, 1938; Assistant Night Supervisor, Massachusetts General Hospital, 1926-1927; Night Supervisor, Massachusetts General Hospital, 1927; Head Nurse, Strong Memorial Hospital, Rochester, N. Y., 1927-1929; Second Assistant Superintendent, New York Skin and Cancer Hospital, New York City, 1929; Assistant Superintendent of Nurses, Springfield Hospital, Springfield, Mass., 1930-1935; Supervisor of Surgical Wards, Massachusetts General Hospital, 1936-1938; Instructor in Nursing in Surgical Diseases, 1936-1938; Superintendent of Nurses and Principal, School of Nursing, Cooley-Dickinson Hospital, Northampton, Mass., 1938-1941; Assistant Director of the Nursing Service, Massachusetts General Hospital, 1941-

HELEN SHERWIN, R.N., M.A., *Supervisor of Instruction in Sciences*

Diploma, Hospital of the University of Pennsylvania School for Nurses, Philadelphia, 1937; B.S., University of Pennsylvania, 1940; A.M., Teachers College, Columbia University, 1942; Staff Nurse, Hospital of the University of Pennsylvania, 1937; Staff Nurse, Seaside Hospital, Staten Island, 1938- 1939; Instructor in Nursing Arts, Chestnut Hill Hospital, Philadelphia, Penn., 1940-1941; Educational Director, Waterbury Hospital, Waterbury, Conn., 1942-1945; Supervisor of Instruction in Sciences, Massachusetts General Hospital School of Nursing, 1945-; Instructor in History of Nursing, Psychology, Sociology, and Principles of Teaching, 1945-

JESSIE STEWART, R.N., B.S. in Education, *Assistant Director of the School of Nursing*

Diploma, Massachusetts General Hospital Training School for Nurses, 1935; B.S. in Nursing Education, Boston University, 1943; Massachusetts Eye & Ear Infirmary: Assistant Head Nurse, 1936-1938; Head Nurse, 1938-1940; Instructor in Eye, Ear, Nose and Throat Nursing, 1940-1941; Massachusetts General Hospital: Supervisor, Medical Wards, 1943-1944; Instructor in Medical Nursing, 1943-; Teaching Supervisor, Baker Memorial, 1944-1947; Assistant Director, School of Nursing, 1947-

INSTRUCTORS, SUPERVISORS, AND MEMBERS OF OTHER HOSPITAL DEPARTMENTS*

MARIE SCHERER ANDREWS, R.N., B.S., *Instructor in Surgical Nursing*

Diploma, Massachusetts General Hospital Training School for Nurses, 1936; B.S., Boston University, School of Education, 1941; Staff Nurse, Baker Memorial, 1936; Head Nurse. Massachusetts Eye and Ear Infirmary, 1936; Instructor in Nursing, Eye, Ear, Nose and Throat Diseases, 1937-1942; Public Health Nurse, Boston Community Health Association, summer 1942; Instructor in Orthopedics, Boston University, School of Education, 1945; Massachusetts General Hospital, Supervisor, Surgical and Orthopedic Wards and Instructor in Surgical and Orthopedic Nursing, 1942-1946; Instructor in Surgical Nursing 1946-

JEANNE ARSENAULT, R.N., *Assistant Night Supervisor*

Diploma, Massachusetts General Hospital School of Nursing, 1946; Assistant Night Supervisor, 1946-

MARION C. BATES, R.N., *Supervisor, Baker Memorial*

Diploma, Massachusetts General Hospital School of Nursing, 1934; Staff Nurse, Massachusetts General Hospital, 1934; Private Duty Nurse, 1935-1943; Supervisor, Baker Memorial, Massachusetts General Hospital, 1943-

MILDRED J. BEAN, B.S., *Instructor in Diet Therapy*

B.S., Hospital Dietetics, University of New Hampshire, 1945; Dietetics Internship, Massachusetts General Hospital, 1945-1946; Instructor in Diet Therapy and Diet Kitchen Orientation, Massachusetts General Hospital, 1946-

MARGARET BERRY, M.A., *Instructor in Nutrition and Diet Therapy*

B.S., Home Economics, Skidmore College, 1929; Dietary Interneship, Massachusetts General Hospital, 1930; Graduate Certificate, Scripps Metabolic Clinic, Cal., 1935; M.A., Teachers College, Columbia University, 1946; Dietitian, Morton Hospital, Taunton, Mass., 1930-1935; Massachusetts General Hospital: Assistant Dietitian, Baker Memorial, 1936; Dietitian, Phillips House, 1937-1941; Nutrition Instructor, Episcopal Hospital, Philadelphia, 1941-1943; Instructor in Nutrition and Diet Therapy, Massachusetts General Hospital, School of Nursing, 1943-

JULIA BOGHOSIAN, R.N., *Supervisor Operating Room, Instructor in Operating Room Nursing*

Diploma, Massachusetts General Hospital Training School for Nurses, 1939 Massachusetts General Hospital: Staff Nurse, Central Supply Room, 1939-1940 Head Nurse, Operating Room, 1940-1942; Assistant Supervisor, Operating Room 1942-1943; Supervisor, Operating Room, Instructor in Operating Room Nursing 1943-

*Arranged alphabetically

GERTRUDE A. DOWLING, R.N., B.S.

Diploma, Massachusetts General Hospital, 1943; B.S., Teachers College, Columbia University, 1946; Massachusetts General Hospital, Staff Nurse, 1943; Head Nurse, 1944-1946; Orthopedic Supervisor, 1946-

MARY M. CARR, R.N., *Supervisor of Operating Room, Baker Memorial*

Diploma, Massachusetts General Hospital Training School for Nurses, 1930 Private Duty, 1930-1931; Head Nurse, Operating Room, Baker Memorial, Massachusetts General Hospital, 1931-1935; Supervisor of Operating Room, 1936-

ADELE L. CORKUM, R.N., *Supervisor of Surgical Wards*

Diploma, Massachusetts General Hospital Training School for Nurses, 1934; Massachusetts General Hospital: Staff Nurse, 1934; Head Nurse, 1934-1940; Assistant Night Supervisor, 1940-1942; Supervisor, Surgical Wards and Instructor in Surgical Nursing, 1942-1944; Supervisor, Central Supply Room, and Supervisor, Surgical Wards, 1944-

ANNA M. CROTTY, R.N., *Supervisor, Baker Memorial*

Diploma, Massachusetts General Hospital Training School for Nurses, 1930; Private Duty, 1930-1937; Supervisor, Baker Memorial, Massachusetts General Hospital, 1937-

DOROTHY G. DISSELL, B.A., M.A., *Counselor*

B.A., Wellesley College, 1935; M.A., University of New Hampshire, 1940; English Department, Putnam High School, Putnam, Conn., 1936-1938; Summer Sessions, University of New Hampshire, 1936, 1939; English Department, Hall High School, West Hartford, Conn., 1938-1942; WAAC and WAC, Detachment Commander, 1942-1946; Counselor, Massachusetts General Hospital School of Nursing, 1947-

NANCY FRASER, R.N., *Supervisor of Health and of Students' Infirmary*

Diploma, Massachusetts General Hospital Training School for Nurses, 1914; Massachusetts General Hospital: Head Nurse, 1914-1915; Assistant Night Supervisor, 1915; Head Nurse, 1915-1919; Supervisor, 1919-1920; Supervisor of Health and of Students' Infirmary, 1920-

FRANCES C. GRADY, R.N., *Supervisor of Medical Wards*

Diploma, Carney Hospital School of Nursing, Boston, 1931; Public Health, Simmons College, 1931; Massachusetts General Hospital; Baker Memorial, Staff Nurse, 1932-1938; Assistant Head Nurse, 1938-1941; Head Nurse, 1941-1944; Supervisor of Medical Wards, Massachusetts General Hospital, 1944-

KATHERINE HARDEMAN, R.N., M.S., *Supervisor of Clinical Instruction*

B.S., North Carolina College for Women, Greensboro, N. C., 1928; Diploma, Presbyterian Hospital School of Nursing, Columbia Medical Center, New York, 1937; Diploma, Midwifery, Lady Curzon Hospital, Bangalore, India, 1941; M.S., Western Reserve University, 1946; Graduate Staff Nurse, Presbyterian Hospital, 1937; Sister Tutor and Assistant Director of Nurses, A.M. Hospital for Women and Children, Madeira, India, 1938-1943; Teaching Supervisor, Obstetrical Nursing, Protestant Hospital, Nashville, Tenn., 1944; Assistant Director of Nurses, Protestant Hospital, Nashville, Tenn., 1945; Supervisor of Clinical Instruction, Massachusetts General Hospital, 1946-

ANNA G. GRIFFIN, R.N., *Assistant Director of the Nursing Service, Baker Memorial*

Diploma, Massachusetts General Hospital Training School for Nurses, 1910; Massachusetts General Hospital: Head Nurse, Emergency Ward, 1911; Anesthetist, 1911-1915; Anesthetist, American Red Cross and Charge Nurse, Operating Room, American Women's Hospital, Paignton, England, 1917; American Army Nurse Corps, 1917-1918; Private Nurse, 1918-1922; Assistant Superintendent of Nurses and Practical Nursing Instructor, Gale Hospital, Haverhill, Massachusetts, 1922-1924; Diagnostician Nurse, Out-Patient Department, New Haven Hospital, 1924-1926; Assistant Superintendent, Convalescent Home for Children, Rockaway, New York, 1927-1929; Supervisor, Beth Israel Hospital, Boston, 1929-1930; Massachusetts General Hospital: Baker Memorial Supervisor, 1930-1938; Assistant in Charge of Nursing, Baker Memorial, 1938-

HELEN G. HEWIT, R.N., *Assistant Night Supervisor*

Diploma, Massachusetts General Hospital Training School for Nurses, 1935; Head Nurse, 1935-1936; Ward Teaching and Administration, Simmons College, 1936; Assistant Night Supervisor, 1937-1942; Summer School, Teacher's College, 1936 and 1940; Assistant Night Supervisor, 1946-

EVA L. HICKS, *Administrative Assistant*

Diploma, Faulkner Hospital, Jamaica Plain, Mass., 1931; Administrative Assistant, Massachusetts General Hospital, 1946-

JANE E. HINKLEY, Ph.G., R.N., *Night Supervisor*

Ph.G., Massachusetts College of Pharmacy, 1926; Diploma, Massachusetts General Hospital Training School for Nurses, 1932; Private Duty, 1932-1936; Massachusetts General Hospital: Assistant Night Supervisor, 1936-1937; Night Supervisor, 1937-

ELEANORA ALICE KEENE, B.S., M.A., *Instructor in Anatomy and Physiology*

B.S., Bates College, 1942; M.A., University of California at Berkeley, 1944; Assistant in Biology, Bates College, 1941-1942; Teaching Assistant in Zoology, University of California, 1942-1944; Research Assistant in Zoology, University of California, 1943; Biochemical Research Technician, Peter Bent Brigham Hospital, Boston, 1944-1946; Massachusetts General Hospital School of Nursing, Instructor in Anatomy and Physiology, 1946-

NORMA C. LARSON, R.N., B.S., *Instructor in Public Health Nursing*

Diploma, Newton Hospital School of Nursing, 1936; Head Nurse, Boston Psychopathic Hospital, 1937; Certificate, Public Health Nursing, Simmons College, Boston, 1938; Staff Nurse, Boston Visiting Nurse Association, 1938-1940; B.S., Teachers College, Columbia University, 1941; Field Nurse, Indian Service Sacaton, Arizona, 1941-1943; Field Supervisor and Educational Director, Public Health and Visiting Nurse Association, Meriden, Conn., 1943-1946; Instructor in Public Health Nursing, Massachusetts General Hospital, 1946-

LOIS P. LAWRENCE, R.N., *Supervisor, Out-Patient Department*

Diploma, Massachusetts General Hospital School of Nursing, 1940; Massachusetts General Hospital: Baker Memorial, Staff Nurse, 1940; Head Nurse, Out-Patient Department, 1941-1945; Supervisor, Out-Patient Department, 1945-

HELEN CUNNINGHAM LITTLER, R.N., B.S. in Education, *Supervisor and Instructor in Pediatric Nursing*

Radcliffe College, 1935-1937; Diploma, The Johns Hopkins School of Nursing, 1940; B.S. in Education, Boston University, 1945; Staff Nurse, The Babies' Milk Fund Association, Baltimore, Maryland, 1941-1942; Head Nurse, Accident Room, The Johns Hopkins Hospital, 1942-1943; Supervisor and Instructor in Pediatrics, Massachusetts General Hospital School of Nursing, 1945.

SOPHIE J. MCDONOUGH, R.N., *Assistant Night Supervisor*

Diploma, Massachusetts General Hospital Training School for Nurses, 1926; Staff Nurse, Community Health Association, 1926-1929; Office Nurse, 1929-1937; Massachusetts General Hospital, Assistant Night Supervisor, 1945-

ANNE M. MARIN, R.N., B.S. in Education, *Teaching Supervisor and Instructor in Medical Nursing*

Diploma, Quincy City Hospital School of Nursing, Quincy, Mass., 1932; Simmons College, 1935-36; B.S. in Education, Boston University, 1945; Harvard Extension, 1937-38; Head Nurse, Quincy City Hospital, 1934-43; Massachusetts General Hospital, Teaching Supervisor and Instructor in Medical Nursing, 1945-

RUTH POULES, R.N., *Night Supervisor, Baker Memorial*

Diploma, Henry Heywood Memorial Hospital, Gardner, Mass., 1930; Head Nurse, Henry Heywood Memorial Hospital, 1930; Massachusetts General Hospital, Baker Memorial: Assistant Head Nurse, 1934-1939; Evening Supervisor, 1939, 1940-1942; Assistant Night Supervisor, 1939-1940; Night Supervisor, 1942-

ANNA H. RAFTERY, R.N., *Evening Supervisor, Baker Memorial*

Diploma, St. Joseph's Hospital School of Nursing, Providence, R. I., 1934; Part-time study, Boston University, 1943-; General Duty, Brooks Hospital, Brookline, Mass., 1935-1941; Massachusetts General Hospital, Baker Memorial: General Duty, 1941-1942; Assistant Evening Supervisor, 1942-1944; Evening Supervisor, 1945-

ELINOR G. STANFORD, R.N., B.S., *Surgical Supervisor*

Diploma, Springfield Hospital, 1940; Certificate, Butler Hospital, Providence, R. I., 1939; Certificate, Wesson Maternity Hospital, Springfield, Mass., 1938; Certificate, Springfield Visiting Nursing Association, Springfield, Mass., March, 1940; Degree in Nursing Education, Boston University, 1947; Assistant Head Nurse, Springfield Hospital, 1940-1941; Head Nurse, 1941-1942; Clinical Instructor and Supervisor, 1942-1944; Assistant Director and Principal, Waltham Hospital, Waltham, Mass., 1944-1946; Massachusetts General Hospital School of Nursing; Surgical Supervisor and Instructor in Surgical Nursing, 1947-

THERESA STRONG, *Librarian*

Assistant, Winthrop Public Library, Winthrop, Mass., 1921-1923; Assistant and Branch Librarian, Newton Free Library, Newton, Mass., and Newton-Wellesley Hospital, Newton Lower Falls, Mass., 1923-1946; Librarian, Massachusetts General Hospital, School of Nursing, 1946-

HENDRIKA A. E. VANDERSCHURR, R.N., *Teaching Supervisor, Baker Memorial, and Assistant Instructor in Medical Nursing*

Diploma, Massachusetts General Hospital Training School for Nurses, 1935; Massachusetts General Hospital, Head Nurse, 1935-1944; Teaching Supervisor, Baker Memorial, 1944-; Assistant Instructor in Medical Nursing, 1945-

ANNA M. VIDEN, R.N., *Supervisor of Residences and Lay Personnel*

Diploma, Massachusetts General Hospital Training School for Nurses, 1919; Head Nurse, Out-Patient Department, Massachusetts General Hospital, 1918-1920; Volunteer Worker, Grenfell Mission, Labrador, June-October, 1920; Head Nurse, Massachusetts General Hospital, 1921-1922 and 1931; Henry Street Settlement Worker, New York City, 1922-1923; Industrial Nurse, John Hancock Life Insurance Co., Boston, 1923-1926; Admitting Office and Training School Supervisor, University Hospital, Ann Arbor, Michigan, 1926-1929; Admitting Office Executive, Strong Memorial Hospital, Rochester, New York, 1930-1931; Superintendent, Fairlawn Hospital, Worcester, Massachusetts, 1932-1936; Admitting Office Executive, New England Deaconess and Palmer Memorial Hospital, Boston, 1936-1939; Supervisor of Residences and Lay Personnel, Nursing Department, Massachusetts General Hospital, 1940-

MARION E. WILSON, B.S.M.T., *Instructor in Bacteriology*

B.S.M.T., Temple University, 1939, Graduate Student, Smith College, 1945-1947; Laboratory and X-ray Technician, 1939-1943; Research Bacteriologist, U. S. Department of Agriculture, 1943-1945; Smith College: Infirmary Technician 1945-1946, Graduate Assistant in Hygiene 1946-1947; Instructor in Bacteriology, Massachusetts General Hospital School of Nursing, 1947-

EILEEN WOLSELEY, R.N., *Assistant Supervisor in Surgical Nursing*

Diploma, Massachusetts General Hospital Training School for Nurses, 1938; Massachusetts General Hospital, Baker Memorial: General Duty, 1938-1940; Assistant Head Nurse, 1940; Head Nurse, 1941-1947; Assistant Supervisor, Surgical Wards, 1947-

HEAD NURSES

OLITA ALLEN, R.N.
ELIZABETH ANDERSON, R.N.
GRACE BABCOCK, R.N.
PATRICIA BACHELDER, R.N.
CLARA BLANK, R.N.
BEATRICE BRITTON, R.N.
CAMILLA BRODEUR, R.N.
VERONICA BYRNE, R.N.
ANN CAHILL, R.N.
ANTOINETTE CALABRO, R.N.
MARY CARPENTER, A.B., R.N.
MARY CARR, R.N.
BARBARA CHAPMAN, R.N.
ANNE CONNELLEY, R.N.
MARY CONROY, R.N.
RITA CONROY, R.N.
MARGUERITE DONNELLEY, R.N.
MARY FITZGERALD, R.N.
ELIZABETH GERRY, R.N.
RUTH GEOHVINO, R.N.
FLORENCE GIBERTI, R.N.
EUNICE GRANT, R.N.
MARGARET HAMILTON, R.N.
DOROTHY HANSEN, R.N.
RUTH HANSON, R.N.
HELEN HORNER, R.N.
ESTHER KATZ, R.N.
MARY KENNEDY, R.N.
MARY KEWER, R.N.
SHIRLEY KING, R.N.
CELIA KRASNOGER, R.N.
DOROTHY LANDERS, R.N.
ANN LAVIGNE, R.N.
S. MARIAN MACAULAY, R.N.
MARGARET MCHUGH, R.N.
BERTHA MCNEIL, R.N.
IRENE O'LEARY, R.N.
CLAIRE O'NEIL, B.S., R.N.
ANN PERLEY, R.N.
MARY POULIN, R.N.
BARBARA RAIMER, R.N.
PHYLLIS REA, R.N.
MARIE REARICK, B.S., R.N.
MARY ROZAK, R.N.
AMELIA RUSSELL, R.N.
ROSE SCALORA, R.N.
GERALDINE TOBIN, R.N.
ELIZABETH WEST, R.N.
EILEEN WOLSELEY, R.N.
CATHERINE YETMAN, R.N.

LECTURERS

ERNA ANDERSON, M.D.	Pediatrics
JOSEPH AUB, M.D.	Medicine
OTTO E. AUFRANC, M.D.	Orthopedics
JOHN AYASH, M.D.	Ear, Nose and Throat
BERNARD BANDLER, M.D.	Psychiatry
HERBERT BARRY, JR., M.D.	Psychiatry
FREDERIC BARTTER, M.D.	Medicine
R. BARRY BIGELOW, M.D.	Psychiatry
EDWARD F. BLAND, M.D.	Medicine
HARRY BRACONIER, M.D.	Diseases of the Eye
WILLIAM C. BRIDGES, M.D.	Medicine
MADELAINE R. BROWN, M.D.	Neurology
LEO B. BURGIN, M.D.	Pediatrics
ALLAN BUTLER, M.D.	Pediatrics
EDWARD D. CHURCHILL, M.D.	Surgery
STANLEY COBB, M.D.	Psychiatry
OLIVER COPE, M.D.	Surgery
ERNEST M. DALAND, M.D.	Gynecology
BROWN M. DOBYNS, M.D.	Surgery
DANIEL S. ELLIS, M.D.	Medicine
RICHARD EUSTIS, M.D.	Medicine
ROY F. FEEMSTER, M.D.	Public Health
JACOB FINESINGER, M.D.	Psychiatry
FRANCIS F. FOLDES, M.D.	Surgery
ANNE P. FORBES, M.D.	Medicine
JOSEPH GARLAND, M.D.	Pediatrics
CLAYTON HALE, M.D.	X-Ray
EDWARD HAMLIN, M.D.	Surgery
IRAD B. HARDY, M.D.	Surgery
REED HARWOOD, M.D.	Medicine
FRANCIS T. HUNTER, M.D.	Medicine
FRANCIS M. INGERSOLL, M.D.	Gynecology
WILLIAM F. JEFFERIES, M.D.	Surgery
CHESTER M. JONES, M.D.	Medicine
ROBERT J. JOPLIN, M.D.	Orthopedics
TOUFIC KALIL, M.D.	X-Ray
DERA KINSEY, M.D.	Medicine
FRIEDRICH W. KLEMPERER, M.D.	Medicine
PETER H. KNAPP, M.D.	Psychiatry
CARROLL B. LARSON, M.D.	Orthopedics
EDWARD F. LAWLOR, M.D.	Ear, Nose and Throat
ERICH LINDEMANN, M.D.	Psychiatry
LELAND S. MCKITTRICK, M.D.	Surgery
JANET MCARTHUR, M.D.	Medicine
CARROLL C. MILLER, M.D.	Surgery
DARIO MORELLI, M.D.	Pediatrics
HENRY A. MOSHER, M.D.	Diseases of the Eye
IRA NATHANSON, M.D.	Surgery
ROBERT S. PALMER	Medicine
ABRAHAM I. PERLEY, M.D.	Dermatology
HELEN S. PITTMAN, M.D.	Medicine
FRANCIS M. RACKEMANN, M.D.	Medicine
RULON W. RAWSON, M.D.	Medicine
EUGENE E. RECORD, M.D.	Orthopedics

JOHN A. REIDY, M.D.	Orthopedics
GERTRUDE REYERSBACH, M.D.	Pediatrics
EDWARD P. RICHARDSON, JR., M.D.	Psychiatry
RICHARD S. RODGERS, M.D.	Urology
MARIAN W. ROPES, M.D.	Medicine
RALPH A. ROSS, M.D.	Pediatrics
CARTER ROWE, M.D.	Orthopedics
ROYAL S. SCHAFF, M.D.	Urology
HARRISON SHULL, M.D.	Medicine
FIORINDO A. SIMEONE, M.D.	Gynecology
FRED A. SIMMONS, M.D.	Gynecology
PATRICIA SMITH, M.D.	Gynecology
RONALD C. SNIFFEN, M.D.	Pathology
LAMAR SOUTTER, M.D.	Surgery
JACOB SWARTZ, M.D.	Dermatology
WILLIAM SWEET, M.D.	Neurology
NATHAN B. TALBOT, M.D.	Pediatrics
JAMES TOWNSEND, M.D.	Medicine
HOWARD ULFELDER, M.D.	Gynecology
GEORGE VANGORDER, M.D.	Orthopedics
WADE VOLWILER, M.D.	Medicine
PATRICIA WANNING, M.D.	Pediatrics
RICHARD C. WEBSTER, M.D.	Surgery
WILLIAM A. WEISS, M.D.	Surgery
CLAUDE E. WELCH, M.D.	Surgery
EDWIN O. WHEELER, M.D.	Medicine
LEMOYNE WHITE, M.D.	Psychiatry
PAUL WHITE, M.D.	Medicine
CONGER WILLIAMS, M.D.	Medicine
DAVID WILLIAMS, M.D.	Urology
NORMAN J. WILSON, M.D.	Surgery
LORANDE M. WOODRUFF, M.D.	Urology
MRS. EUNICE ALLAN, M.A.	Social Service
MISS HARRIET BABSON	Social Service
MISS JOSEPHINE BARBOUR, B.A., B.S.	Social Service
MISS MARGERY CROTHERS	Social Service
ROLLIN J. FAIRBANKS, M.A.	Psychology
MRS. HAZEL T. FRITZ, A.B.	Social Service
MISS MARY MACDONALD, R.N.	Anesthesia
MISS LUCY G. MORSE, O.T.R.	Occupational Therapy
MISS MARY E. NESBITT, B.S., A.R.P.T.	Physiotherapy
MRS. EDITH STEPHENS	Social Service
MISS EDITH M. TERRY	Social Service
MRS. SOPHIE G. THAW	Nutrition
MISS ISABEL WHITING, M.A.	Social Service

CLOSE-UP OF HOSPITAL BUILDINGS

GEORGE ROBERT WHITE SURGICAL BUILDING, 1939

THE BULFINCH BUILDING—1818

Foreword

SCHOOLS of nursing vary as to desirability. Every young woman who considers entering a school of nursing should learn the essentials of a good school; otherwise she may find, even after spending three years in the school and being graduated from it, that the curriculum failed to provide the theory and practice necessary for the adequate preparation of the nurse of today. The inadequately prepared nurse will find many avenues of advancement closed to her. A prospective applicant should select a nursing school that is accredited by the State Board of Nurse Examiners of the state where the school is located, and likewise is accredited by similar Boards in those other states where the applicant may wish to practice. In every state, graduation from an accredited school is a necessary requisite for state registration. Only registered nurses may enroll in the American Nurses Association, the Government Nursing Services, and the Red Cross Nursing Service.

The good school provides adequate clinical experience, employs well prepared teachers, possesses well equipped class rooms, provides good working conditions, and has an adequate and well balanced curriculum. It also provides good living conditions, reasonable hours of work, suitable facilities for recreation, makes every effort to maintain the health of the students, and takes good care of them when they are ill. All accredited schools prepare their graduates adequately for the practice of surgical, medical, obstetrical, pediatric, and psychiatric nursing. These schools also teach the principles of public health nursing and the fundamentals of the nursing care of patients ill with contagious diseases. The last decade has brought a new emphasis on the importance of the maintenance of health and prevention of illness. The nurse has a very important role as a teacher of health; therefore, the good school of nursing incorporates the social and health aspects of nursing throughout the entire curriculum and the principles, practices, and techniques of health teaching into certain specific courses.

The location of a school of nursing has much to do with the educational and cultural opportunities available to student nurses. The prestige of the school and the standing and accomplishments of the alumnae are matters of importance. A survey of the fields in which the graduates of a school are employed, an estimate of their standard of work, and a review of the impor-

tance of the positions which they hold are among the measuring rods by which the success of a school may be judged.

The prospectus of a school of nursing generally makes a statement as to whether a school is accredited by the State Board of Nurse Examiners. If no such statement is made, this information will be supplied by the Board. The office of the Board of Nurse Examiners is usually located in the Capitol Building of each state.

The Massachusetts General Hospital School of Nursing is accredited in Massachusetts and New York. In 1940, the School was surveyed and fully accredited by the National League of Nursing Education. Graduates of the School, who are also graduates of accredited high schools, are, as far as our knowledge extends, eligible to take examinations for registration in every state in the Union. If the grades obtained in the Massachusetts State Board examinations are sufficiently high, the graduates may be registered in other states by reciprocity.

Obviously no person can foretell what new regulations relative to registration may be made in any given state which may render a graduate from any given school ineligible for examination in states other than the one in which her school is located. The policy of this School, however, is to keep informed of all such regulations and to prepare its graduates to meet them.

General Statement

EARLY HISTORY OF THE HOSPITAL.

The School of Nursing is an integral part of the Massachusetts General Hospital. This Hospital, the third oldest private hospital in America and the oldest in New England, received its charter of incorporation in 1811. The corner stone of the original building was laid July 4, 1818. This building is of Chelmsford granite and was designed by Charles Bulfinch. The interior has been modernized to meet the present-day demands of the one hundred and seventeen patients housed within its walls; but great care has been taken to preserve the general lines of the building, the beautiful halls, and the lovely doorways. The Bulfinch stands with Faneuil Hall and the State House as fine examples of the work of that great architect of the eighteenth century. The Hospital is over one hundred and twenty years old and from one building has increased to a group numbering about twenty separate buildings. With few exceptions all have been extensively remodeled or recently erected. The first patient was admitted in 1821, and for well over a century the Hospital has maintained a standard of service which has enabled it to retain its place among the leading hospitals of the world. Members of the medical and administrative personnel have made contributions to the improvement of the care of the sick which are of far reaching significance.

CONTRIBUTIONS OF WORLD-WIDE IMPORTANCE.

One of the earliest of these contributions was made by Dr. Oliver Wendell Holmes, probably better known as an author than as a physician. He was a member of the Hospital staff from 1840-1849. In 1843 he published his essay on the "Contagiousness of Puerperal Fever." In this paper Dr. Holmes stated his beliefs concerning the transmission of this disease and also his beliefs relative to the prevention of such transmission. At first, several of the leading physicians of the country scoffed at his deductions, but in time Dr. Holmes's affirmations were accepted as facts and he was accorded enrollment among the benefactors to mankind.

The greatest contribution was made on that day in 1846 when in the operating theatre of this Hospital Dr. Morton gave the first public demon-

stration of the use of sulphuric ether to produce surgical anesthesia. Dr. John C. Warren performed the operation. The patient, when he recovered, declared he had felt no pain. The news of this discovery went from that room throughout the world and a new era of surgery began.

Dr. Reginald Fitz was appointed microscopist to the Hospital in 1871, and from 1887 to 1908 was a visiting physician. In 1886 he read his paper entitled "Perforating Inflammation of the Vermiform Appendix" before the Association of American Physicians. The paper summarized findings which Dr. Fitz believed proved that in the appendix is to be sought the most frequent single cause of inflammation of the bowels or of peritonitis. This teaching was a great contribution to medicine and surgery and so to humanity.

In 1905 a Social Service Department was organized in the Out-Patient Department of the Massachusetts General Hospital. This was the beginning of organized social work in the medical institutions of the United States. The innovation was due to the vision of Dr. Richard C. Cabot.

PRESENT-DAY SERVICE.

This great Hospital, with a professional staff composed of experts in the different branches of medicine, and with laboratories directed by men who are authorities in their own fields, has long made its wards available to the poor and its private pavilion available to the well-to-do. That these facilities may also be available to people of moderate means, the largest group in any community, the Hospital, in 1930, erected a new building for the exclusive use of this group of patients. It is named the Baker Memorial in memory of the parents of the largest donor to the funds which made this building possible. The building is so organized and administered that the patient not only has for his use the facilities indicated above, but he may also know, upon admission, just what his hospital stay will cost. The details of the unusual contribution that this department of the Hospital has made to the medical care of people of moderate means cannot be given here, but the Baker Memorial is considered one of the outstanding contributions which the last decade has made to hospital service.

In 1939, the George Robert White Surgical Building was opened. This building has beds for 289 surgical patients. Besides wards and rooms for patients there are located in this building operating rooms, a central supply room, the x-ray department, surgical laboratories, and the emergency ward.

LOWER CHARLES RIVER BASIN WITH BOAT HOUSES AND ESPLANADE CONCERT SHELL

A UNIT IN A MALE SURGICAL WARD

Through the fusion of the Huntington and the Vincent Memorial Hospitals with the Massachusetts General Hospital in 1942, the tumor and gynecologic services have been greatly strengthened.

A small psychiatric division cares for 17 patients, giving an opportunity for some student nurses to have added experience in caring for these patients in the home Hospital. The main Mental Department of the Massachusetts General Hospital, however, is the McLean Hospital, located in Waverley, twelve miles from Boston. The McLean Hospital has its own school of nursing and accepts students from the Massachusetts General Hospital and other schools of nursing for affiliation in this important field of nursing service.

Today the Massachusetts General Hospital cares for adults and children acutely ill with general medical and surgical diseases. Two small units are provided for patients ill with contagious diseases.

CLINICAL FACILITIES WITHIN THE HOSPITAL.

The Hospital naturally divides itself into four parts: the General Hospital wards of 502 beds; the Phillips House, the private pavilion of 102 beds and 22 bassinets; the Baker Memorial, the building for people of moderate means, now open to a capacity of 306 beds and 34 bassinets; and the Out-Patient Department with daily clinics of 787 patients. During the year just closed the first three named departments have cared for over 25,800 patients, and the Out-Patient Department, with its forty-two different clinics, has cared for over 237,000 patients' visits. These facts make evident the Hospital's extensive clinical facilities for the teaching of student nurses.

EARLY HISTORY OF THE SCHOOL.

In 1872 the Woman's Education Association sought a new organization for self-supporting women. A member suggested that trained nursing offered desirable occupation and that these trained women would fill the need for private nurses in the community. A committee was formed to study the establishment of a school and a member visited Florence Nightingale for advice.

The Trustees of the Massachusetts General Hospital consented to give over the nursing care of the patients in one Hospital building to the contemplated school for a practice field. The committee engaged a Civil War

nurse for a superintendent and two practical nurses for head nurses, enrolled four students, and launched the School into the Hospital wards November 1, 1873, under the name of The Boston Training School for Nurses. Almost immediately the original committee transferred control and property to a Board of Directors who conducted this School for twenty-two years, or until January 1, 1896. Then the management of the School was transferred from the Board of Directors of The Boston Training School for Nurses to the Trustees of the Massachusetts General Hospital, of which institution it is now an integral part. At the time of this last transfer the School was named the Massachusetts General Hospital Training School for Nurses. The change in management brought no immediate change of nursing staff and several members of the Board of Directors of the Boston Training School for Nurses later became members of the Advisory Committee to the Massachusetts General Hospital Training School for Nurses. And, as neither the residence nor the practice field of the student nurses was changed, the continuity of the School was unbroken.

In 1940, the name was again changed to the Massachusetts General Hospital School of Nursing. This was done to conform to the present-day educational aims which stress "learning" rather than "training."

In 1945, Radcliffe College and the Massachusetts General Hospital School of Nursing established a coordinated program for the preparation of a limited number of selected young women who wish both a broad general education and a professional education in nursing. This program was evolved as a result of the conviction of the governing boards of both institutions that the profession of nursing increasingly requires women with such an education and that many young women interested in a career in nursing wish also the opportunities offered in a liberal arts program.

ALUMNAE—GEOGRAPHICAL DISTRIBUTION.

The School, therefore, has passed its seventy-second birthday. It has graduated three thousand one hundred and seventy-eight nurses, one of the largest groups graduated from any school of nursing in the world. To the School have come young women not only from every part of the United States and Canada, but from England, France, Switzerland, Germany, Greece, Italy, Armenia, Albania, China, Syria, Czechoslovakia, Poland, Turkey, and India. A careful survey has shown that the graduates of the School have served in every state in the Union, and on every continent

on the globe. The year books record these graduates in approximately fifty-six different forms of nursing work and also show that among the women in active work today, few are engaged in work other than that of nursing or its allied vocations. This last fact is convincing proof that the right type of woman, adequately prepared, finds joy and satisfaction in nursing.

The public to-day not only recognizes the nurse as a person who cares for the sick, but as a person who teaches the maintenance of health and the prevention of illness. She is also recognized as a person who can aid in the solution of many of the social and economic problems of the home, the school, and the community, and is therefore a valued member in any social group.

AIM. The aim of the School is to set up a program by means of which the student will learn to give intelligent and skilled nursing care, to teach others the principles and practices of health, to function intelligently as a health worker in the community, to maintain her own physical and mental health, and to develop her own capacities as an individual.

It is the purpose of this School to maintain a standard worthy of the ideals cherished by that group of high-minded men and women who established it. The founders of this School recognized the value to the community of the right kind of young woman adequately prepared for nursing. The School intends to admit only those young women who possess high personal standards of living, who have demonstrated the ability to maintain a high level of scholarship, and who have developed the maturity and the ability to make satisfactory personal and social adjustments. The School then attempts to provide for these young women satisfactory living and working conditions, a high grade of classroom instruction and adequate clinical experience. Thus the School hopes to continue to graduate not only young women who possess nursing knowledge and nursing skill, but those who also possess desirable personalities, strong characters, and a sense of social responsibility.

On the following pages are set forth outlines of the two plans by which the School endeavors to accomplish its aim: a three-year program leading to a diploma in nursing, a five year and ten months program with Radcliffe College leading to a liberal arts degree and a diploma in nursing.

THE PALMER-DAVIS LIBRARY—NURSES' REFERENCE LIBRARY

CIVIL STATE. The School considers it inadvisable to admit married women.

EDUCATION. Applicants with high school preparation only must be graduated from approved high schools or present equivalent acceptable preparation. Fifteen units of study are required, namely: 3 units of English (4 years), 2 units of a foreign language, 2 units of history, or 1 unit of history and ½ unit of civics, 2 units of college mathematics, 1 unit of chemistry, 1 unit of biology, and 4 or 4½ units of elected subjects. The college, general, or scientific program is preferred. Latin or any modern foreign language credited by the high school will be accepted, but both units must be in the same language. Physics may be substituted for chemistry and general science for biology, but chemistry and biology are preferred. Clerical practice and bookkeeping may not be substituted for mathematics. The elected subjects, as far as possible, should include history or other social studies, science, mathematics, and foreign language. All courses must satisfy the requirements of the Board of Registration of Nurses in Massachusetts and New York. Every high school graduate must stand in the upper half of her graduating class or must have passed the College Board Examinations in specified subjects. Preference will be given to those who stand in the upper quarter of their graduating classes and whose grades are all at least ten points above the passing grade of the school.

Applicants planning one or more years of college study preparatory to entrance should include in the college program, as far as possible, courses in English, history, chemistry, zoology or biology, psychology, and sociology. Applicants entering from college must satisfy the basic entrance requirements listed for high school graduates, but the requirements may be met by a combination of high school and college courses. Grades received in college should be sufficiently high to indicate the applicant's ability to carry satisfactorily a program of study on the college level.

In the evaluation of all school credentials, consideration is given to the requirements of the school attended, the type of course taken, the yearly grades, and the achievement of the applicant as indicated by the cumulative record. Admission is on a competitive basis. Preference is given to the applicant who, in addition to acceptable health and personal qualifications, presents the more advanced educational preparation and shows ability to

carry a study program beyond the high school level. The School of Nursing reserves the right to select those applicants who appear in the judgment of the Faculty to be best qualified for the programs offered in this School.

TIME CREDIT FOR COLLEGE GRADUATES. Nursing increasingly offers opportunities for the woman who is well educated, who is well prepared professionally, and who possesses the personal qualities and social maturity necessary for a career of public service.

College graduates who show aptitude in nursing and who maintain an average of "B" during the first two years may receive 8 months credit of time thereby reducing the total length of the program to 28 months. No special science prerequisites are required to qualify for this time credit. Applicants whose college study is not yet complete are encouraged to secure a sound general education and, in planning for a broad distribution of courses, to include when possible chemistry, biology, psychology, and sociology.

Applicants considering the shortened program should realize that laws and rulings of state boards of nurse examiners in some states require a minimum of three years in a nursing school. When registration is desired in such states, courses in one or more special services may be taken after graduation to meet the requirements.

RESIDENCE. The Massachusetts General Hospital has three comfortable residences for the student nurses. The Thayer, which is situated on the Hospital grounds, is connected with the main buildings by subway and accommodates 122 students. In the Thayer there are fifteen double rooms. All other rooms are single. It has a laundry, kitchenette, recreation and tea rooms. The wing overlooks the Charles River and has a roof furnished with awnings, steamer chairs, and hammocks. The Charles Street House, about eight minutes walk from the Hospital, is used when new classes fill the other houses to capacity. With the exception of 5 single rooms, all rooms in this house are double. The Walcott House is just outside the Hospital grounds and is connected with the main buildings by subway. It has 141 single rooms, a large, attractive reception room, recreation

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NOTE: The School reserves the right to alter any program or policy outlined in this bulletin.

room, two small social rooms, kitchenette, classroom, laundry, and infirmary. This latter building also has a roof which is available for outdoor use.

EXPENSES. The cost of the course including uniforms and regular fees will be approximately — $268.00. Individual items and their costs are as follows:

Registration	$ 5.00
Tuition	100.00
Student Activity Fee	9.00
Books	30.00
Library Fee	7.50
Laboratory Fee	10.00
Uniforms	90.00*
Breakage Deposit	10.00
Key Deposit	1.00
Carfare for Excursions	6.00
	$268.50

These expenses will be divided as listed below:

To be paid on appointment—	5.00	Registration	$5.00
	50.00	Tuition	
	3.00	Activity Fee	
	2.50	Library Fee	
	10.00	Laboratory Fee	$166.50
	70.00	Uniforms (Approx.)	
	10.00	Breakage Deposit	
	1.00	Key Deposit	
	20.00	Books	
To be paid at the end of the first six months—	50.00	Tuition	$ 55.00
	5.00	Books	
To be paid at the beginning of the second year—	2.50	Library Fee	$30.50
	3.00	Activity Fee	
	5.00	Books	
	20.00	Uniforms (Approx.)	
To be paid at the beginning of the third year—	2.50	Library Fee	$ 5.50
	3.00	Activity Fee	
Carfare for excursions to be used during the entire three years			$ 6.00
			$268.50

*The cost of uniforms is subject to change as manufacturer's prices vary.

Throughout the course, the student will be maintained by the Hospital without expense for board, room, and laundry. Other expenses for clothing, recreation, etc., should be provided for by a personal budget or allowance. No financial compensation is given.

Certain additional fees may be necessary for some students.

For repeating a course
If a student is permitted to repeat a course, an additional tuition fee will be charged ..... $5.00—$10.00

For re-examination
If the class standing of a student warrants, opportunity will be given to repeat a final examination ..... $ 2.00

For the elective affiliation in public health nursing
Students who elect and who are assigned to the affiliation in public health nursing will be required to pay an additional tuition fee of $20. It is also necessary to plan on as much as $10 for carfares during this assignment $30.00

SCHOLARSHIPS—LOAN FUND. Each year the Hospital offers a limited number of $100 scholarships to students who need financial assistance. An applicant for a scholarship must have been in the School more than six months, and be within more than 6 months of graduation; she must have a class average of 85 per cent, must have demonstrated ability in bedside nursing, and must have a record of good school citizenship. A loan fund for student nurses, which was established in memory of Marion Moir West (1889) by her sister, is administered by the Director of the School of Nursing.

ACCEPTANCE AND DISMISSAL. The Director of the School of Nursing, with the approval of the Director of the Hospital, decides as to the student's fitness for the work, and whether she should be retained. The preclinical course is of six months duration. During the first four months the major part of the course is given in the classroom, the remainder on the wards where the practice in nursing is closely supervised. The major part of the last two months is spent on the wards in order to determine the student's ability to adjust herself to the ward situation. The School cap is given to those who successfully complete the first period of four months and the full uniform of the School is worn after the successful completion of the entire preclinical course.

The Director of the School may, with the approval of the Director of the Hospital and the Chairman of the Trustees' Committee on the General Hospital School of Nursing, terminate the enrollment of a student in the School at any time for reasons which may to these officers seem sufficient. Poor records in class or clinical practice or unsatisfactory school citizenship may be deemed sufficient reason to request withdrawal.

HOURS OF DUTY—VACATION. The nature of hospital work is and always will be such that emergencies may arise which will necessitate deviation from the prescribed hours of duty, but the unreasonable number of hours of work and the great amount of housework, often supposed to be required of a student nurse, belong to a past generation. In all first-class hospitals, most of the housework was long ago given over to maids, and in this Hospital much of the other routine work, formerly done by student nurses, is now done by a corps of ward helpers. During the first four months, the schedule of hours for ward assignment average nine hours a week. During this period, the students are off every Saturday afternoon, and Sunday.

After the preclinical term, the forty-eight-hour-a-week schedule is in effect for students on both day and night assignments. All classes for students on night assignment are in addition to the 48 hour schedule. Students are off one full day each week and one half day on all holidays.

During the course, nine weeks of vacation are given at such times in the various years as best fit the class program. As a health measure the Director of the School may stipulate that in addition seven days may be used for rest or for care of minor illness in order that more serious illness may be averted. Throughout the three years emphasis is placed upon positive health.

HEALTH SERVICE. CARE OF ILLNESS. Because of the increasing emphasis on the maintenance of health and the prevention of disease, it becomes imperative that the nurse herself set an example of health. The School endeavors to conserve and promote the health of the students and expects them to co-operate in this endeavor. Prerequisites for a satisfactory health program are right living and working conditions. These programs are outlined elsewhere.

A member of the medical staff of the Hospital and a supervisor on the staff of the School are directly responsible for the care of the health of the students. Any or all of the medical resources of this great Hospital are available when needed for student health. The first steps in the health program include a thorough physical examination, an x-ray of the chest, and immunization against common infectious diseases. The Hospital maintains a daily morning clinic to which students may report for instruction relative to the establishment of positive health habits or for physical examination and care. There is a routine yearly physical examination. Chest X-rays are taken every six months. Weights are recorded bi-monthly and marked deviations from normal weight are given the necessary attention. Oral supervision is given in the Dental Clinic. The dietary regime is in charge of the graduate dietitians and the menus are so planned that an adequate and properly balanced diet is assured.

Minor illnesses are cared for in the School infirmary. Illnesses of a more serious nature are cared for in the Hospital without cost to the student, for a reasonable length of time. The School cannot assume financial responsibility for extended care of illness that may result from defects or conditions that existed before entrance, or for illnesses of a chronic nature. As this Hospital can not always admit patients with contagious diseases, students who contract these diseases may be cared for in one of the local hospitals which does admit this group of patients. It is generally the policy of this Hospital to pay for that care. Whenever or wherever special nursing is requested, this expense must be borne by the family. The same would be true if a fee were necessary for a blood transfusion or for certain special medications.

All time lost because of illness is made up.

LEAVE. Students are not privileged to absent themselves from the School to care for sick relatives or for other personal reasons. Absence is allowed only in extreme cases. When absence, for any reason, results in the loss of more classes than a student can be allowed to make up by extra study, the date of the student's return and the privilege of proceeding with her class in the School is determined by the Faculty. Loss of time for any reason must be made up.

ADVANCEMENT AND GRADUATION. Students advance from year to year who satisfactorily complete the prescribed course of each year, pass the examinations, demonstrate ability in nursing, and in the opinion of the Director of the School and the Faculty, are personally fitted to assume the responsibilities of the nursing profession. Students who fail in any of the necessary requirements may at any time during the program be placed on warning or recommended to withdraw. These young women should resign without hesitation and need have no sense of failure if, through no fault of their own, they may neither possess nor be able to acquire the essentials of a good nurse. The standard of grading adopted by the School is as follows: A, excellent; B, good; C, fair; D, low; E, condition; and F, failure. Final course grades will be evaluated on a basis of weighted quality points: A, 4 quality points; B, 3 quality points; C, 2 quality points; D, 1 quality point; E and F, 0 quality points. Unsatisfactory grades may be reported to parents or guardians monthly after the second month of the preclinical term and at the end of each term thereafter. Failure to meet the School standard places a student on warning. When the student has satisfactorily completed the entire three-year course, passed all the examinations, shown ability in nursing, and, in the opinion of the School authorities, has the personal qualifications necessary for a nurse, she will be given the diploma and pin of the School. Each graduate is required to leave, for her permanent record, a photograph of such size and style as the Director of the School deems desirable. One transcript of the School record will be furnished without charge. A charge of one dollar is made for each subsequent copy.

THE ALUMNAE ASSOCIATION. This Association was organized in 1895. The object is to improve the professional work of the graduates and to promote good fellowship among them. Monthly meetings are held from October to May, inclusive. The Alumnae have endowed a Hospital bed for the use of their members who are ill, have created the Annabella McCrae Loan Fund for postgraduate study and are in the process of creating an endowment fund for the educational purposes of the School of Nursing. The organization has published a history of the Training School and also publishes a quarterly magazine. The Sick Relief Association is another organization of the graduates.

POSTGRADUATE OPPORTUNITIES. Graduates of the School who wish to specialize in the care of nervous and mental diseases may, by spending a year at McLean Hospital, Waverley, secure the diploma of that school; or by taking a postgraduate program of six months, receive a certificate. This preparation should enable the nurse to meet a great and constantly growing need in the community. Alumnae who wish to study methods adopted in the Massachusetts General Hospital since graduation may return for two months of clinical experience in the wards of the General Hospital.

Graduates of the School who are interested in additional general and professional education may matriculate for the Bachelor of Science degree at Simmons College, at Boston University, at Teachers College, Columbia University, New York City, and at other colleges offering programs in nursing. To graduates with no college credit except that allowed for the undergraduate program in nursing, Simmons College will allow a maximum of 24 year hours credit. This is usually equivalent to one and one-half years of study in the four-year college program. Teachers College, Columbia University, will grant advanced standing of one year or more of college credit for the three-year undergraduate nursing progam.

Graduates of the School, who have satisfactorily completed in an approved college a two-year academic program acceptable to Simmons College, may in one year at Simmons College complete the requirements for a Bachelor of Science degree. In certain cases the year of study may be spent in preparation for head nursing or for public health nursing. A student who plans pre-nursing college study with the hope of completing her work for a degree at Simmons College, should whenever possible, confer with that College when planning her first two years of college study in order to know that the courses selected will be acceptable to Simmons College for transfer credit.

Graduates of the School who have previously received a Bachelor's degree from a recognized college will be admitted to Teachers College, Columbia University, as candidates for the Master's degree.

Nurses applying for college entrance with advanced standing will be expected to meet the entrance requirements of the college, to be registered, and to be recommended by the Director of the School as being able and prepared to carry college work.

THE STUDENT LEARNS TO GIVE MEDICAL AND SURGICAL CARE TO ALL AGE GROUPS

OPERATING ROOM EXPERIENCE IS A CHALLENGE TO THE STUDENT INTERESTED IN SURGICAL NURSING

ADVANTAGES OF THE NURSING PROFESSION. The study of nursing brings further opportunities for education to the high school graduate, at small expense to the student, because she assists in the care of the Hospital patient. For this, the Hospital provides maintenance and instruction. During the program, the student gains a knowledge of life, of health, and of the prevention of disease. This should make every graduate a valuable member of her community. Second only to the service of the woman who is the head of her own home is the service of that woman who, to a background of education and refinement, has added the course of instruction given in a well organized school of nursing. An education in nursing is an excellent preparation for the woman who may some day be responsible for the administration of a home and the upbringing of her children.

The opportunities for professional nurses lie in four major fields. Private practice in a home or in a hospital may be full time with one patient or hourly nursing with several patients. Hospital nursing positions may include staff nurse, head nurse, supervisor, director of nursing service or of the hospital, x-ray or laboratory technician, anesthetist, or assistant in research. Nursing school positions include those of instructor in physical, biological, and social science, in general nursing and the various branches of clinical nursing, and of director or dean in charge of a school. Public health nursing may be in a school, in an industry, or in a community. The opportunities in Government Services may be with the Army, Navy, U. S. Public Health Service, Veterans Administration, or Bureau of Indian Affairs. In the war period nurses were called in large numbers for service in the Army and Navy Nurse Corps. To-day, the care of the disabled veteran is of primary importance to the Nation. Every qualified nurse who has a sense of allegiance to her country will join the Red Cross Nursing Service in order that, when she can be spared from regular duties, she will be ready for service in time of disaster.

Facilities for Instruction

CLINICAL FACILITIES. The opportunities offered by a large general hospital assure a broad and varied clinical experience for the student nurses. The Massachusetts General Hospital and the other institutions with which the School is allied offer extended and diverse clinical resources for the teaching of nursing. The General Hospital has a capacity of 502 beds. There are three main services: surgical, medical, and pediatric. There are such special services as dermatology, gynecology, neurology, orthopedics, psychiatry, and urology. Because of the relationship of this Hospital to the Harvard Medical School and because there is such a large element of research in the Hospital, the operating room has a very active service. Diet now plays a large part in the cure and prevention of disease. The extensive use of diet therapy provides wide experience in this increasingly important aspect of nursing.

The Out-Patient Department maintains 42 different clinics and each student has two or more periods of experience in this Department. Every student has valuable clinical experience in the Baker Memorial, the building for people of moderate means, now open to a capacity of 306 beds. All students go to the Boston Lying-In Hospital for a three months affiliation in obstetrical nursing and to the McLean Hospital for a three months affiliation in psychiatric nursing.

There are several elective courses for selected students: one of two months at Massachusetts Memorial Hospital in the care of patients ill with contagious diseases; one of four months observation and participation in teaching the basic sciences or in teaching nursing; one of two months at the Massachusetts Eye and Ear Infirmary for special instruction in diseases of the eye, ear, nose and throat; and a two months course at the School of Public Health Nursing, Simmons College. The Hospital pays a portion of the tuition of the students on affiliation at Simmons College and maintains them in the home School during the course. The students must meet a portion of the tuition and the expense of carfares during the public health affiliation.

TEACHING STAFF. The teaching and supervisory staff includes a large group of nurses and members of other Hospital Departments who are well prepared in their fields from the standpoint of academic education, professional preparation, and experience. A well prepared librarian is in charge of the nurses' reference library. A full-time public health nurse on the staff of the School assists with the integration of social and health aspects throughout the curriculum and helps to identify, for both teaching staff and students, opportunities for experience in the teaching of positive health. The medical aspects of nursing are taught by physicians, of whom the majority are graduates of Harvard Medical School and have appointments on the permanent medical staff of the Hospital. The allied departments of Diet Therapy, Occupational Therapy, Physiotherapy, and Social Service provide qualified instructors for classes in their respective fields.

GUIDANCE PROGRAM. Although the student group is large, the individual and her progress remain of paramount importance. To aid each young woman in achieving the greatest professional and personal success and satisfaction, the School maintains a Student Counseling Program and includes on its staff a full-time Student Counselor. Through this program the student finds not merely assistance in solving her personal problems, but also orientation to the new hospital life, systematic guidance in her studies and ward experience, testing and remedial work when it is needed, and expert vocational counseling. Frequent contacts between the student and her own particular faculty advisor supplement the activities of the Counselor in producing student-faculty relationships most favorable to friendly guidance and the full understanding of the student and her needs.

CLASSROOMS LABORATORIES LIBRARIES. There are four large classrooms and two laboratories of which the School has the exclusive use. One laboratory is well equipped for the teaching of sciences and the other for the teaching of nutrition. Other classes are held in the various amphitheatres and clinic rooms of the Hospital. The nurses' reference library is in the Moseley Building and is named the Palmer-Davis

Library in honor of two alumnae of the School. The library is in charge of a professional librarian. It contains 60 periodicals and 1908 volumes of which 121 are in an historical collection. Students have full access to the Warren Library, the patients' fiction library of 5800 volumes. Except in the evening hours, students also have access to the Treadwell Library, which is the Hospital's medical library of 17,244 volumes and 138 periodicals. There are also small teaching rooms, with reference books, either on or adjacent to almost every ward in the Hospital. Ward teaching conferences and clinics are held in these rooms which also offer to the students on each ward a place for study of special ward records and references.

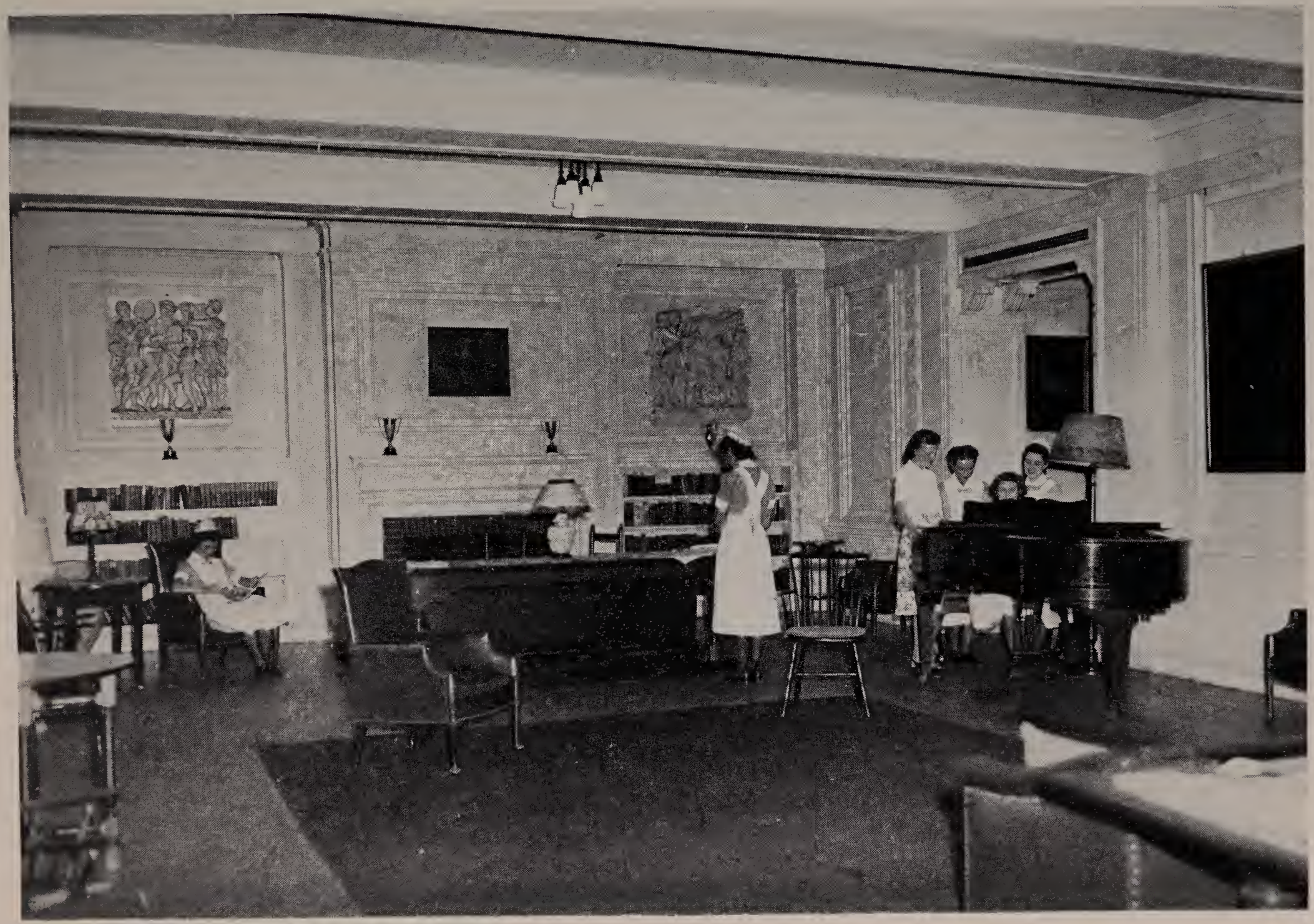
EXTRA-CURRICULAR ACTIVITIES.

The Faculty of this School, in common with many other educators, believe that the so-called extra-curricular activities contribute directly to the student's personal, social, and professional growth. The extra-curricular activities are under the direction of the Student Nurses' Cooperative Association, a student-faculty organization. In cooperation with the faculty, students take an active share in plans to establish and maintain happy and constructive relationships in student life. Social activities are adjusted to the varying interests and needs of individual students. Informal dances and parties are held each month in the residences. Opportunities are available for students interested in bridge, dramatics, glee club, book club, tap dancing, basketball, and swimming at a nearby pool. A monthly news sheet is edited and published by the students. Every member of the School is expected to select one or more activities in which she wishes to participate. The Counselor plans excursions to places of historical interest. She informs the students concerning lectures, concerts, places of historical importance and interesting exhibits in Boston.

PROGRAMS FOR AFFILIATING STUDENTS

The School of Nursing offers instruction and experience to students from several other schools of nursing and from one college.

From Hood College, Frederick, Maryland, students who have successfully completed the required two years of college study are admitted as regular students in the three-year program. Upon satisfactory completion



THE RESIDENCES PROVIDE ATTRACTIVE LIVING ROOMS FOR MANY SOCIAL ACTIVITIES

SAILING ON THE CHARLES,—ONE OF THE POPULAR RECREATIONS

of the nursing program, Hood College will grant the degree of B.S. in Nursing and the student will receive the diploma of the Massachusetts General Hospital School of Nursing. Arrangements are made annually for a member of the Faculty of the School of Nursing to go to the College to interview students who are interested in this five-year plan. Information relative to this program may be secured by writing to the Registrar, Hood College, Frederick, Maryland.

DEGREE PROGRAM

Radcliffe College, in cooperation with the Massachusetts General Hospital School of Nursing offers a coordinated plan for the training of a limited number of carefully selected young women who expect to make nursing their profession. This program which is five years and ten months in length is unique in that it offers an opportunity to combine a complete liberal arts education leading to the bachelor's degree with the professional education in nursing.

This plan has been evolved as a result of the conviction that the profession of nursing increasingly requires women with a broad educational background. Professional opportunities in nursing and health education and administration, and in medical research, more and more demand the graduate nurse who has the liberal arts training in addition to her diploma in nursing.

GENERAL PLAN. Students will carry full work at Radcliffe College for the first year and in addition will spend three hours a week at the Massachusetts General Hospital. During the first and third summers there will be an eight weeks summer session at the School of Nursing. Except in the last term of the first four years, instruction will be given both at the College and at the School of Nursing. At the end of the four years, the student will receive the bachelor's degree from Radcliffe. They will then spend two full years in the School of Nursing in the special program provided and will receive the nursing diploma at the close of this period.

Students may choose freely among the 25 undergraduate fields of concentration offered by Radcliffe College. No pre-professional courses will be included in the college program which might in any way limit the breadth

of general education. Throughout the program there will be close integration between the College and the School of Nursing. Although the program is continuous, provision is made for substantial vacations each year.

APPLICATION AND ADMISSION. Applicants are admitted jointly by Radcliffe College and the School of Nursing, and must meet the entrance requirements of both institutions. The School of Nursing accepts in this program only those applications who are recommended by Radcliffe College and who present the personal and health qualifications requisite to nursing.

Application for entrance should be made directly to Radcliffe College. A personal interview at the School of Nursing will be required of all applicants living within a reasonable distance from Boston. When possible, arrangements will be made for applicants living in distant sections of the country to have personal interviews with Alumnae Representatives.

TUITION AND FEES FOR SCHOOL OF NURSING. During the college years, the student will pay the regular fees to the College as announced in The Radcliffe College Catalogue. Tuition and fees for the School of Nursing are listed below.

First Year

Tuition	
Orientation	$ 20.00

Summer Session

Tuition	50.00
Room	30.00
Meals ....approximately	50.00
Laboratory Fee	10.00
Books ....approximately	20.00
	$180.00

Second Year

Tuition	30.00
Laboratory Fee	5.00
Books ....approximately	8.00
	43.00

Third Year

Tuition	30.00
Laboratory Fee	5.00
Books .....approximately	6.00

Summer Session

Tuition	30.00
Laboratory Fee	5.00
Books	8.00
	84.00

Fourth Year

Tuition	60.00
Activity Fee	3.00
Uniforms .....approximately	80.00
Library Fee	2.50
Breakage Deposit	10.00
Excursions	3.00
Books .....approximately	20.00
	178.50

Fifth Year

Tuition	50.00
Activity Fee	3.00
Excursions	3.00
Library Fee	2.50
Public Health Fee	40.00
	98.50
TOTAL	$584.00

FINANCIAL AID. The Trustees of the Massachusetts General Hospital are prepared to offer scholarships and loans to applicants and to enrolled students who qualify. All candidates enrolled will also be eligible for assistance from the Radcliffe College Scholarship funds on precisely the same terms as other Radcliffe students.

GENERAL PLAN FOR COÖRDINATED PROGRAM WITH RADCLIFFE COLLEGE

FIRST YEAR

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
	COLLEGE: 4 FULL COURSES INCLUDING INORGANIC CHEMISTRY										
	NURSING SCHOOL: ORIENTATION,								*VAC.*	SUMMER SESSION, ANATOMY AND PHYSIOLOGY; CHEMISTRY	

SECOND YEAR

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
	COLLEGE: 4-FULL COURSES										
	NURSING SCHOOL: MICROBIOLOGY								VACATION		

THIRD YEAR

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
	COLLEGE: 4-FULL COURSES										
	NURSING SCHOOL: NUTRITION								NURSING SCHOOL: SUMMER SESSION, INTRODUCTION TO NURSING, PHARMACOLOGY		
									INTRODUCTION TO WARD PRACTICE		

THE ANNUAL CHRISTMAS CANDLELIGHT SERVICE IS AN IMPORTANT EVENT
IN THE EXTRA-CURRICULAR PROGRAM

COMMENCEMENT — READY FOR THE PROUD PROFESSION

GENERAL PLAN FOR COÖRDINATED PROGRAM WITH RADCLIFFE COLLEGE

FOURTH YEAR

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
COLLEGE: 4 FULL COURSES									DEGREE REQUIREMENTS COMPLETED		
NURSING SCHOOL: INTRODUCTION TO MEDICAL SCIENCE								VAC.	NURSING SCHOOL: PRINCIPLES AND PRACTICE OF NURSING; MEDICAL AND SURGICAL NURSING; MEDICAL NURSING, PRACTICE INCLUDING OUT-PATIENT 12 wks.		

FIFTH YEAR

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.
(Cont.) MATERIA MEDICA, DIET THERAPY SOCIAL AND HEALTH ASPECTS OF DISEASE, HISTORY OF NURSING, PROFESSIONAL ADJUSTMENTS				NURSING SCHOOL: NURSING IN SURGICAL SPECIALTIES, OPERATING, ORTHOPEDICS, NEUROLOGY, EYE, EAR, NOSE & THROAT, PSYCHIATRIC NURSING					BOSTON LYING-IN HOSPITAL AFFILIATION		
SURGICAL NURSING PRACTICE — 10 WEEKS		THERAPEUTIC DIET KITCHEN 4 WEEKS		OPERATING ROOM PRACTICE 8 WEEKS	PSYCHIATRIC NURSING PRACTICE 8 WEEKS			VAC. 4 WEEKS	OBSTETRICAL NURSING INSTRUCTION & PRACTICE — 12 WEEKS		

SIXTH YEAR

SEPT.	OCT.	NOV.	DEC.	JAN.							
NURSING IN SURGICAL SPECIALTIES		NURSING OF CHILDREN; CHILD GROWTH & DEVELOPMENT, COMMUNICABLE DISEASE, PROFESSIONAL ADJUSTMENTS			AFFILIATION VISITING NURSE ASSOCIATION FOR NURSING & HEALTH		ADVANCED NURSING PROBLEMS		DIPLOMA REQUIREMENTS COMPLETED		
NEUROLOGICAL NURSING		PEDIATRIC NURSING PRACTICE INCLUDING NURSERY SCHOOL— 12 WEEKS			SERVICE IN FAMILY & COMMUNITY— 8 WEEKS		SENIOR DUTY MEDICAL & SURGICAL WARDS — 13 WEEKS				

Curriculum

THREE-YEAR, DIPLOMA PROGRAM

INTRODUCTION. The program is divided into three periods: the first includes the preclinical term and junior year; the second, the intermediate year; and the third, the senior year. The program is planned to provide an opportunity for progress from the elementary to the more complex situations. Affiliations in obstetrical and psychiatric nursing are given in the second and third years.

Because there is today a greater emphasis than ever before upon the maintenance of health and because the nurse plays a greater part than ever before in this program, courses are included in the curriculum which prepare the nurse to aid not only in the cure but also the prevention of disease. It is the responsibility of every instructor, with the aid of the public health nurse, to incorporate the preventive and community aspects of nursing in every course. During the clinical assignments the ward teaching program is planned to guide the student in the application of her learnings in the nursing care of the sick patient and in the instruction of the convalescent and his family.

A trimester plan provides opportunity for better integration of class instruction and ward experience and reduces not only the size of the classes but also the number of class hours per week for each student. This plan also makes possible a well balanced class schedule for students on affiliations which necessitate residence in the affiliating schools.

SUMMARY OF CLINICAL EXPERIENCE. The student does not assume regular ward duties during the first four and one half months. The ward practice of this period is closely supervised and averages about 9 hours weekly.

The distribution of ward assignments for a typical student generally shows the following schedule by months: preclinical period, four and one-half; surgical nursing including central supply room and operating room, eight; medical nursing including diet kitchen, five; pediatric nursing including nursery school and milk laboratory, three; psychiatric nursing, three; obstetrical nursing, three; special assignments, such as out-patient and skin, orthopedic, neurological, urological wards, four; and senior experience three and one-half.

Description of Courses

NURSING AND HEALTH EDUCATION

NURSING I AND II—INTRODUCTION TO GENERAL NURSING PRINCIPLES AND PRACTICE INCLUDING CARE OF PATIENT'S ENVIRONMENT; BANDAGING; MASSAGE. INTRODUCTION TO CLINICAL NURSING, INCLUDING MEDICAL AND SURGICAL ASEPTIC TECHNIQUE; ASSISTING THE DOCTOR WITH DIAGNOSTIC TESTS AND TREATMENTS; NURSING CARE STUDIES. (265 classroom hours; 175 hours supervised ward nursing practice.)

Miss Perkins, Assistants and Special Instructors

The aim of this course is to guide the student in the development of the understanding, attitudes, and skills which serve as a foundation for nursing. Scientific principles are emphasized to clarify the reasons for methods used. Factors which insure good nursing are analyzed in relation both to the procedures taught and to their adaptation as the condition of a particular patient makes it necessary. In planning nursing care, the patient is considered as a member of a family in a community and as a person with social and economic problems. How to help the patient solve his health problems is a part of each unit taught. Because the nurse works closely with many groups, emphasis is placed on her cooperation with other departments functioning to serve the patient. Following the basic nursing is an orientation of the student to her Junior ward assignments and to her increasing responsibilities for the care of sicker patients. Plans are considered for managing the care of a group of patients in relation to one another and to the total ward activities. Studies of individual patients are continued and amplified. Techniques of a more complicated nature are presented and practiced. Introductory phases of material to be considered by the clinical supervisors and head nurses are presented as a basis for ward teaching.

NURSING III—UNIT I (16 hours) FIRST AID AND EMERGENCY NURSING.

Authorized Red Cross Instructor

This course presents the principles underlying effective nursing in emergencies and the procedures which represent safe first aid care. The content of the course is based in large part upon the principles taught in medical and surgical nursing.

NURSING III—UNIT II (16 hours) ADAPTATION OF NURSING ACTIVITIES TO THE HOME.

Miss Perkins, Miss Larson, and Clinical Nursing Instructors

A review, in terms of present-day health problems, of the types of illness for which the nurse may be called to give care in the home. Special consideration is given to prolonged convalescence, the care of persons with chronic disease, and cases of incipient mental illness. Improvised equipment and modified procedures are developed, demonstrated, and discussed.

NURSING III—UNIT III (24 hours) PUBLIC HEALTH NURSING

Miss Larson

This course emphasizes the nurse's responsibility to her patients and to the prevention of illness and to the promotion of family and community health. The discussion of the public health nurse's activities in this responsibility is planned to enhance the student's appreciation of the health needs of the individual, the family and the community. The development of public health nursing, its principles and trends are presented.

A six hour unit on Social Hygiene is included. One object is to aid the student to make a sound personal adjustment in relation to the sex factor in her own life and another is to prepare the student to assist, as a nurse, in the effective teaching of social hygiene.

COMMUNITY SANITATION AND HYGIENE (15 hours). Miss Larson

The object of this course is to give the student some practical knowledge of the problems of sanitation and its important relationship to the health of the people. Through the discussion of methods of control and education, the student becomes aware of the nurse's opportunity to participate in programs for the improvement of community health. A field trip is planned to observe the principles of sanitation in practice.

BIOLOGICAL AND PHYSICAL SCIENCES

ANATOMY AND PHYSIOLOGY (100 hours). Miss Keene

A course designed to guide the student in developing an intelligent understanding and appreciation of the structure and function of the human body. The student is given opportunity for as much laboratory work as possible whereby she may gain concrete conceptions of the body structures and their normal functioning, which serves as a basis to the study of hygiene, principles and practice of nursing, nutrition, and the medical sciences. From the beginning of the course, emphasis is placed on understanding and maintenance of normal body functioning as one of the basic principles in preventive medicine.

CHEMISTRY (60 hours). Miss Wilson

By lectures and laboratory work, some of the more fundamental principles of inorganic and organic chemistry and biochemistry are presented to contribute to a fuller understanding of the normal physiological processes. Emphasis is placed on the development of accuracy in laboratory work. Interpretation is given of the tests with which the nurse assists or which she may later perform.

MICROBIOLOGY (45 hours). Miss Johnson

The purpose of this course is to acquaint the student with the development of the science of microbiology and its principles as they apply in preventive programs and nursing care of the sick. Practice in the laboratory familiarizes the student with methods by which micro-organisms can be handled safely and destroyed effectively. The nursing procedures in which the student may apply these principles are given in concurrent nursing classes.

SOCIAL SCIENCES

GUIDANCE OF STUDY (5 hours). Miss Sherwin and Instructors

An introductory unit of the psychology course which is given to aid the student in the development and improvement of study habits. Lectures, discussions, and conferences are included on how to read, take notes, organize materials, use the library, and other skills basic to effective study.

PROFESSIONAL ADJUSTMENTS I (20 hours). Miss Sleeper and Assistants

These lectures and discussions are based upon the underlying principles of human conduct as related to professional ethics and etiquette. The object of these classes is to aid the student in adapting herself to her new environment and to give her an appreciation of her responsibilities to the patients, the Hospital, the School of Nursing, and her co-workers.

HISTORY OF NURSING (16 hours). Miss Sherwin

A survey of the historical development of nursing. The course is planned to acquaint the student with the great leaders who have established the traditions and ideals of nursing. Nursing systems and institutions are studied to show how changing social and economic conditions have influenced the expression of nursing ideals.

PROFESSIONAL ADJUSTMENTS II AND III (30 hours).
Miss Sleeper and Assistants

A brief survey of the developments in the field of nursing and of programs of preparation for service in the various branches of nursing. A discussion of the problems a nurse may meet in these fields. A history of the professional nursing organizations and an interpretation of their contributions to nursing. An effort to enlist the interest of the students to a degree where, as young graduates, they will actively support these organizations and the profession as a whole.

PSYCHOLOGY I-II-III (24 hours). Miss Sherwin

Lectures, panel discussions, and experiments are used to illustrate human behavior. The mental processes involved in daily adjustments are studied and consideration is given to the influence of constitutional factors and life experiences in determining the total personality. Emphasis is placed upon the underlying principles of teaching and their application to the teaching of health according to patients' needs. The fundamental principles of mental hygiene are stressed, with special emphasis on techniques of child guidance and personal adjustment of the student herself.

SOCIOLOGY (16 hours). Miss Sherwin

A study of the principles underlying group living, the evolution of family life, the economic, social and personal problems which confront the present-day family. The development of group life through the years of human experience to its present complex organization is considered. The student is introduced to community agencies concerned with the improvement of social welfare.

NUTRITION

NUTRITION I—NORMAL NUTRITION (36 hours). Miss Berry

A discussion of the role that nutrition plays in the total picture of health and physical status. The need for different nutritive essentials is studied as they are used for the building and maintaining of the body to carry on its daily activity. Application of these requirements is made by the student as she evaluates her own dietary habits. Emphasis is placed in the laboratory work upon the skill in preparing and serving of certain foods which the student will use often in her daily ward routines.

NUTRITION II—PRINCIPLES AND PRACTICE OF DIET THERAPY (15 hours). Miss Berry

The principles of diet therapy as they are applied in the modification of normal adequate diets to meet the needs of patients receiving corrective diets. Individual patients are studied to demonstrate results secured from dietary measures and their importance in the treatment of disease.

NUTRITION III—SOCIAL DIETETICS (8 hours). Miss Berry

This course aims to develop in the student an appreciation of the importance of planning adequate nutrition for family groups. The economic, social, and psychological backgrounds which effect nutritional preferences are discussed. Special emphasis is placed on the problems of the low income group. By interpreting the basic factors involved in the selection, purchase, and care of food, the nurse is able to make a valuable contribution toward the solution of public health problems.

MEDICAL AND SURGICAL NURSING

COMMUNICABLE DISEASES (20 hours). Drs. Eustis, Feemster, and Lever; Miss Marin

A course of lectures, discussions, moving pictures, and nursing classes which are concerned with the nature of the principal communicable diseases. Special emphasis is placed on mode of transmission, general symptoms, complications, nursing care, and prevention.

DERMATOLOGY (10 hours). Drs. Swartz and Hill; Miss Marin

This course covers the more common social, occupational and parasitic dermatoses, including discussion of etiology, symptomatology, treatment and prevention. Also included is a unit on syphilis, emphasizing the importance of early diagnosis and treatment and the nation-wide effort in process to facilitate control and prevention of this disease.

DISEASES OF THE EYE, EAR, NOSE AND THROAT (15 hours).

Drs. Miller and Pollen; Miss Gilmartin

Lectures, clinics, and nursing demonstrations are given by the medical and nursing staff of the Massachusetts Eye and Ear Infirmary. These include a brief review of the anatomy and physiology and a study of the diseases of these organs. The principles underlying prevention, treatment, and nursing care are included. Excursions to the Massachusetts Eye and Ear Infirmary and Perkins Institute for the Blind help to make the course of study more vivid and valuable.

INTRODUCTION TO MEDICAL-SURGICAL NURSING (15 hours).

Clinical Nursing Instructors

This course precedes the full-time assignment of students to wards. It is designed to serve as the link between the elementary nursing procedures and the assumption of nursing responsibility for medical and surgical patients. The purposes are to interpret the variety of ways in which an individual patient may react to his disease and the modifications of nursing care necessary, to sharpen the perception of the student so that she may recognize signs and symptoms and to appreciate their significance as well as to realize the urgency of reporting them and of carrying out prescribed treatment and supportive nursing care immediately.

MEDICINE I (43 hours.)

Visiting Physicians and Clinical Nursing Instructors

A study of the etiology, clinical manifestations, course, treatment, prevention, and control of medical conditions. The course is given concurrently with the students' medical ward experience so that she may have the opportunity to apply the study intelligently and effectively while caring for the individual patient. Emotional factors, as well as the social economic problem, are included in relation to the total care of the patient. Emphasis is placed on the public health aspects of each disease.

SURGERY I—GENERAL SURGERY (40 hours).)

Visiting Physicians and Clinical Nursing Instructors

This course is given by surgical specialists and the surgical clinical nursing instructors. The physicians present the etiology, signs and symptoms, principles underlying care, surgical intervention and treatment. The nursing instructors discuss application of this knowledge and demonstrate techniques and skills whereby students may develop concepts fundamental in effective nursing of the surgical patient.

SURGERY II—GYNECOLOGY (15 hours).

Visiting Physicians and Clinical Nursing Instructors

This individual unit of study has been set up to include discussion of gynecological conditions, emphasizing especially the etiology, symptomatology, pathology, treatment, and commonly employed nursing procedures.

ORTHOPEDICS (15 hours). Dr. Larson; Miss Dowling

This course is a presentation of the congenital and acquired orthopedic conditions with emphasis on factors contributing to correction of deformities and the value of physical and occupational therapy as an aid to rehabilitation. Students are acquainted with the state and federal assistance available to these patients and sources of needed apparatus.

OPERATING ROOM NURSING (10 hours). Miss Boghosian

Herein are presented the principles underlying asepsis and the techniques used in the operative care of patients. Demonstrations are given of the different types of set-ups and operative procedures as a means of orienting the student to her operating room experience.

PATHOLOGY (20 hours). Dr. Firminger

An introductory clinical course which leads from the consideration of normal structure and function, as studied in anatomy and physiology, to a consideration of disease conditions. Causes of disease, the body's reaction, and the doctor's methods of diagnosis are explained. This study lays the foundation of subsequent courses in medical and surgical nursing and prepares the student to observe and understand the patient's symptoms and to assist the doctor with the diagnostic tests and procedures.

PHARMACOLOGY I (30 hours). Miss Perkins and Assistants

A satisfactory grade in a pretest of the fundamentals of arithmetic is a prerequisite for this course. The emphasis is placed on the preparation of solutions, the common drugs used on the wards, administration of medicine, orientation to the use of the order book, and the procedures of checking and charting. The student is given guidance in knowledge and skills basic to beginning ward nursing care.

PHARMACOLOGY II (26 hours). Miss Stanford

The study of drugs and other common types of therapy. Emphasis is placed on the important drugs, their administration, dosage, mode of action, toxicology, emergency treatment, and therapeutic use as related to the systems affected. Effort is made to develop in the student an appreciation of the nurse's responsibility in administering or in assisting with the administration of the various types of therapy.

UROLOGY (10 hours). Dr. Smith; Miss Stanford

This course treats of urological diseases, their causes, symptoms, treatment, nursing care, prevention, and complications. The classes are scheduled to parallel the nursing experience, and since some of those conditions present problems of long convalescence, special emphasis is directed to this problem as it affects hospital and home care.

NEUROLOGY AND PSYCHIATRY

NEUROLOGY (10 hours). Visiting Staff and Miss Dowling

After a brief review and a study of the anatomy and physiology of the nervous system, a general survey is made of the more common neurological and neurosurgical conditions. Through the nursing classes, specialized nursing measures are presented.

PSYCHIATRY (18 hours). Drs. Cobb, Finesinger, and Barry; Miss Rearick

This course is planned for those students who do not affiliate for psychiatric nursing. It includes a brief survey of the etiology, symptomatology, and treatment of the commoner types of psychiatric disorders. The principles and techniques of psychiatric nursing are studied. Emphasis is placed upon the interdependence of physical, intellectual, and emotional factors in the production of all types of illness. Special consideration is given to the operation of psychiatric factors in physical illness and the care of the general hospital patient with psychiatric symptoms.

OBSTETRICAL AND PEDIATRIC NURSING

OBSTETRICAL NURSING (60 hours). Obstetrical Staff and Supervisors

This instruction and experience is obtained by affiliation with the Boston Lying-In Hospital, where a course is given on the principles and practices fundamental in obstetrical nursing care.

NURSING CARE OF THE CHILD (40 hours). Pediatric Staff and Mrs. Littler

This course presents the physical, mental, and social development of normal children and the major aspects of diseases of children. Special emphasis is placed on preventive measures, mental hygiene, habit formation, dietary needs, and preparation of food. Care of premature infants and diversional therapy for children, as well as an interpretation of nursery school objectives with nursery school experience, are included.

SUMMARY OF CLASS HOURS

NURSING AND HEALTH EDUCATION . . . . 336 hours
- Nursing I and II—Introduction to General Nursing Principles and Practice including Care of Patients' Environment. Bandaging, Massage, and Diversional Therapy—265
- Nursing III
  - Unit I—First Aid and Emergency—16
  - Unit II—Nursing Care Adaptations to the Home—16
  - Unit III—Principles and Practices of Public Health Nursing—24
- Community Sanitation and Hygiene—15

BIOLOGICAL AND PHYSICAL SCIENCES--APPLIED TO NURSING 205 hours
- Anatomy and Physiology—100
- Chemistry—60
- Microbiology—45

SOCIAL SCIENCES—APPLIED TO NURSING..... 116 hours
- Guidance of Study—5
- History of Nursing—16
- Professional Adjustments I—20
- Professional Adjustments II and III—30
- Psychology—24
- Sociology—16
- Social Service (included with related courses)

NUTRITION ..... 59 hours
- Nutrition I—36
- Nutrition II—15
- Nutrition III—8

MEDICAL AND SURGICAL NURSING ..... 254 hours
- Communicable Diseases—20
- Dermatology—10
- Diseases of Eye, Ear, Nose and Throat—15
- Introduction to Medical and Surgical Nursing—15
- Medical Nursing—43
- Orthopedics—15
- Operating Room Nursing—10
- Pathology—20
- Pharmacology I—30
- Pharmacology II—26
- Surgical Nursing—40
- Urology—10

NEUROLOGICAL AND PSYCHIATRIC NURSING..... 28 hours

OBSTETRICAL NURSING..... 60 hours

NURSING CARE OF THE CHILD ..... 40 hours

Total ..... 1098 hours

NOTE: In addition to the foregoing, organized ward or clinic instruction is given,
- Medical Ward Instruction..... 2-4 hours each week
- Surgical Ward Instruction..... 2-3 hours each week
- Out-Patient Clinic Instruction..... 1-2 hours each week

Students

CLASS OF 1947

Joan Allen, No. Sydney, N. S.
Elizabeth Andersen, Harrisville, R. I.
Alice Barker, Ogden, Utah
Jean Barrows, Falmouth, Mass.
Rina Battistone, Fall River, Mass.
Marjorie Blackwell, Bridgewater, Mass.
Barbara Davis Brodie, Chestnut Hill, Mass.
Augusta Christopher, Somerville, Mass.
Glenna Clark, Attleboro, Mass.
Dorothy Drury, Waltham, Mass.
Martha Faulkner, Keene, N. H.
Barbara Fisher, Newton, Mass.
Dorothy Ghisellini, Charlestown, Mass.
Victoria Gordon, Bristol, Conn.
Barbara Grant, Hyde Park, Mass.
Barbara Gray, Walpole, Mass.
Anne Hall, Gloucester, Mass.
Patricia Hallenbeck, Hudson, N. Y.
Ruth Harkins, Winthrop, Mass.
Margaret Harrington, Hillsboro, N. H.
Jan Hudson Hinman, Brooklyn, N. Y.
Virginia Humphries, Andover, Mass.
Dorothy Jamrok, Holyoke, Mass.
Helen King, West Concord, Mass.
Anna Kraunelis, Harrisville, R. I.
Margaret Krimmel, Erie, Pa.
Dorothea Laird, Medford, Mass.
Annia Lowe, New Bedford, Mass.
Mary McGrady, Watertown, Mass.
Theresa Donovan McManus, Beverly Farms, Mass.
Mary Manuel, Durham, N. H.
Priscilla Marchant, Maynard, Mass.
Mary Melledy, Waltham, Mass.
M. Katherine Molander, West Somerville, Mass.
Catherine Monaghan, Manchester, N. H.
Helen Natti, Gloucester, Mass.
Valerie Payne, Westboro, Mass.
Bessie Pearson, Exeter, N. H.
Rita Plummer, Wakefield, Mass.
Adelaide Plumstead, Hartford, Conn.
June Provencal, Ware, Mass.
Anne Randall, Portsmouth, N. H.
Esther Reade, Boston, Mass.
Louise Roberts, Damariscotta, Me.
Louise Rosa, So. Rygate, Vt.
Shirley Sabins, Walpole, N. H.
Anna Schultz, B.A., Elkland, Pa.
Minnie Sherman, West Somerville, Mass.
Rita Shutts, Hillsboro, N. H.
Dolores Soderston, Gorham, N. H.
Florence Sojka, Turners Falls, Mass.
Sally Thorndike, E. Bridgewater, Mass.
Innocence Topolski, Bridgeport, Conn.
Mary Wallace, West Concord, Mass.
Ann Walsh, Quincy, Mass.
Maryola Warren, Brattleboro, Vt.
Barbara S. Watson, Dorchester, Mass.
Helen Withers, No. Rehoboth, Mass.
Marjorie Wood, Ayer, Mass.

Phyllis Ashton, Lawrence, Mass.
Doris Belcourt, Woonsocket, R. I.
Ethel Cole, Howland, Me.
Frances Creeden, Danvers, Mass.
Sylvia Delfino, Providence, R. I.
Barbara Dugan, Milford, Mass.
Margaret Franceskетti, W. Warren, Mass.
Dorothy Gass, Greenfield, Mass.
Charlotte Gates, Charlestown, Mass.
Frances Iveny Gilman, Northeast Harbor, Me.
Joae Graham, Belmont, Mass.
Jean Greim, Marlboro, Mass.
Charlotte Hammond, Newington, N. H.
Janet Hamre, Branford, Conn.
Polly Jaques, Boston, Mass.
Janet Johnston, Lowell, Mass.
Sirkka Koskinen, Maynard, Mass.
Caroline Luce, Readfield, Me.
Esther Lane, Belmont, Mass.
Irene McAndrew, Barre, Vt.
Barbara McDonald, Hamden, Conn.
Marie Morrissette, Manchester, N. H.
Dorothy Moynihan, Holyoke, Mass.
Mary Murray, Augusta, Me.
Betty Payne, Portland, Me.
Ruth Pekkala, Maynard, Mass.
Rosamond Peloquin, Brockton, Mass.
Mary Sellers, Brookline, Mass.
Harriet Small, Malden, Mass.
Elsie Tait, Glens Falls, N. Y.
Barbara L. Watson, Westwood, Mass.
Ruth Whiting, Amherst, Mass.

Helen Allison, B.S., West Haven, Conn.
Mary Anderson, Watertown, Mass.
Barbara Morgan Ashford, Hamden, Conn.
Helen Asiala, Vinal Haven, Me.
Shirley Bayliss, East Hartford, Conn.
Rose Beaulieu, Malden, Mass.
Margaret Bishop, Northampton, Mass.
Elaine Blaisdell, Skowhegan, Me.
Shirley Boynton, No. Whitefield, Me.
Judith Bright, Indianapolis, Ind.
Janet Burdett, Dalton, Mass.
Ruth Carlson, Melrose, Mass.

Gladys Cullivan, Woburn, Mass.
June Davison, Melrose, Mass.
Patricia Daw, Malden, Mass.
Alyce DeLitta, Attleboro, Mass.
Norma Dunham, Boston, Mass.
Patricia Foley, Malden, Mass.
Pauline Forslind, Newton Hglds., Mass.
Mary Gardner, Ayer, Mass.
Edna Giesecke, Rockville, Conn.
Jean Gustafson, Nashua, N. H.
Margaret Harrington, Medford, Mass.
Barbara Hofstra, Oakland, R. I.
Anita Humphrey, Danville, Me.
Phyllis Hussey, Natick, Mass.
Marcia Jones, Rumford ,Me.
Martha Keller, Fitchburg, Mass.
Marjorie Kenney, Sanford, Me.
Marjorie Landers, Cotuit, Mass.
Constance LeClaire, Harwichport, Mass.
Cecile Littlefield, B.S., Chebeague Island, Me.
Mary Lizotte, Ayer, Mass.
Margaret Maher, Malden, Mass.
Therese Mahoney, Hyannis, Mass.
Dorothy Mottram, Lawrence, Mass.
Barbara Parker, Holden, Mass.
Dorothy Perry, New London, Conn.
Mary Pollard, Lynn, Mass.
Charlotte Pool, Rockport, Mass.
Dorothy Ridlon, Charlestown, Mass.
Mary Rogers, Hingham, Mass.
Rena Scanlan, Spencer, Mass.
Helen Scott, York, Pa.
Beatrice Taylor, Easthampton, Mass.
Natalie Taylor, Newport, R. I.
Roberta Tebbetts, Cabot, Vt.
Helen Tiskevich, Bridgeport, Conn.
Betsy Van Voorhis, B.A., Nashport, Ohio
Miriam Wiggins, Sunapee, N. H.
Lois Wyman, So. Barre, Mass.
Alyce Zeishner, Bridgeport, Conn.

CLASS OF 1948

Shirley Atwood, Pelham, N. H.
Leslie Bayeur, West Concord, Mass.
Lois Bloomquist, New Britain, Conn.
Betty Chapman, B.A., Salisbury, N. C.
Katherine Collins, Wakefield, Mass.
Rose Dailey, Malden, Mass.
Jacqueline Fishel, Brookline, Mass.
Grace Garrison, Brookline, Mass.
Mary Geiser, Tarrytown, N. Y.
Virginia Goodwin, Everett, Mass.
Barbara Gray, Groton, Mass.
Eleanor Karvellas, Gloucester, Mass.
Frances Kisiel, Ware, Mass.
Rita Krasinskas, Worcester, Mass.
Muriel Larose, Rochester, N. H.
Wenonah Marble, Boston, Mass.
Marian Martell, Chicopee Falls, Mass.
Margaret Murphy, Clinton, Mass.
M. Ardis Murray, Ballston Spa, N. Y.
Irene Niedospal, Plymouth, Mich.
Patricia Northridge, Brookline, Mass.
Shirley O'Neil, Worcester, Mass.
Constance Palmer, New London, Conn.
Thelma Roberts, Greenville, Me.
Pauline Roy, Arlington, Mass.
Katherine Shea, Fitchburg, Mass.
Eileen Sheehan, Springfield, Vt.
Mary Shortlidge, Keene, N. H.
Evelyn Sobala, So. Hadley Falls, Mass.
Ruby Sundeen, Watertown, Mass.
Anna Towhill, West Roxbury, Mass.
Ethel Todd, Billerica, Mass.
Marjorie Webb, Amsterdam, N. Y.
Arlene Wink, West Roxbury, Mass.
Letia Cahill, Bangor, Me.
Sheila Casey, Chelsea, Mass.
Catherine Connery, Pride's Crossing Mass.
Eunice Cooley, Dalton, Mass.
Rachel Crowley, Greenfield, Mass.
Frances Dillard, Pittsfield, Mass.
Barbara Eckersall, Hopedale, Mass.
Deborah Edwards, Cambridge, Mass.
Mary Gainey, Fitchburg, Mass.
Anita Gosselin, Rumford, Me.
Virginia Hultin, Quincy, Mass.
Stella Jatkwicz, Hudson, N. H.
Ruth Johnson, Ipswich, Mass.
Patricia Kenna, West Newton, Mass.
Romayne Layaou, Newton Center, Mass.
Phyllis LeShane, Waltham, Mass.
Norma McEdwards, B.S., Concord, Vt.
Mary McQuesten, Agawam, Mass.
Barbara MacDonald, Squantum, Mass.
Helen Mackey, Springfield, Mass.
Helen Mann, Methuen, Mass.
Pauline Nelson, Stoughton, Mass.
Mary Picard, Franklin, Mass.
Mary Salmi, So. Carver, Mass.
Mildred Savoie, Woonsocket, R. I.
Hazen Schuerer, Stratford, Conn.
Barbara Sigley, Miami, Fla.
Teressa Stockwell, West Lebanon, N. H.
Claire Sturtevant, Palmer, Mass.
Patricia Sullivan, Malden, Mass.
Marcia Wade, A.B., Newton Lower Falls, Mass.
Helen Wanionek, No. Woburn, Mass.
Constance Ward, B.S., Framingham, Mass.
Marian Wardwell, Rome, N. Y.
Jean Williams, Wrentham, Mass.

Constance Zopatti, Dorchester, Mass.

Reneé Agar, Oakham, Mass.
Alleyne Albrecht, Auburn, Mass.
Sarah Bedell, Wilmington, Mass.
Jane Bicknell, Meriden, Conn.
Jean Borggaard, Worcester, Mass.
Joyce Campion, Framingham, Mass.
Shirley Cartmill, Springfield, Mass.
Avis Cartwright, Pawtucket, R. I.
Theresa Casella, Waltham, Mass.
Muriel Clark, Lowell, Mass.
Evelyn Cobb, Arlington, Mass.
Jeanne Cournoyer, Webster, Mass.
Christine Currie, Danvers, Mass.
Jean Currier, Salisbury, Mass.
Kathleen Dee, West Concord, Mass.
Virginia DeLong, Mansfield, Mass.
Theresa Deschenes, Marlboro, Mass.
Heghine Dostoomian, So. Boston, Mass.
Marianne Foster, Woburn, Mass.
Margaret Higgins, West Concord, Mass.
Barbara Hunter, Holyoke, Mass.
Mary Jones, Marblehead, Mass.
Patricia Lefebvre, Hyannis, Mass.
Lois Lubinsky, Fall River, Mass.
Mary McCahill, Everett, Mass.
Gloria Madeira, New Bedford, Mass.
Dorothy Mark, Plymouth, Mass.
Alice Martinez, Malden, Mass.
Marilyn Merrill, Nashua, N. H.
Gladys Miller, West Medford, Mass.
Marie Noussee, Brighton, Mass.
Katherine O'Connor, Swampscott, Mass.
Anna Pinolehto, So. Acton, Mass.
Janet Scott, Bridgeport, Conn.
Eloise Smith, Marblehead, Mass.
Marilyn Towle, Westminster, Mass.
Dorothy Tufts, Newton Hglds., Mass.
Estelle Wallis, Natick, Mass.
Patricia Webber, New London, Conn.
Ethel Wetherbee, Rochester, N. H.
Margaret Weymuller, Brooklyn, N. Y.
Doris Williamson, East Mansfield, Mass.
Marjorie Wood, Springfield, Mass.

CLASS OF 1949

Sylvia Anderson, Brockton, Mass.
Nancy Brown, Arlington, Va.
Jean Chiron, Torrington, Conn.
Josephine Cislo, Gill, Mass.
Beatrice Comstock, Madawaska, Me.
Margaret Conners, Gardner, Mass.
Dorothy Curtis, Natick, Mass.
Nancy DiMattia, Medford, Mass.
Lois Frothingham, South Paris, Me.
Shirley Gordon, Andover, Mass.
Elizabeth Grant, Dorchester, Mass.
Phyllis Hayden, Fairhaven, Mass.
Selma Hermann, Manchester, Conn.
Catherine Hrycay, Fairview, Mass.
Dorothy Iwanicki, Meriden, Conn.
Rose-Harriet Jacobs, Meriden, Conn.
Mary Morris, Cambridge, Mass.
Barbara Richardson, Salisbury Cove, Me.
Barbara Roser, Hartford, Conn.
Clara Skowyra, Palmer, Mass.
Madaline Smith, West Springfield, Mass.
Emilia Swierad, Chicopee, Mass.
Kathleen Weare, Woodsville, N. H.
Jane Woodbury, Milton Mills, N. H.

Jacqueline Auger, Manchester, N. H.
Lois Babbitt, Berkley, Mass.
Elsie Bahsler, Tyngsboro, Mass.
Catherine Brennan, Worcester, Mass.
Jean Brower, E. Lynn, Mass.
Frances Cavallo, Utica, N. Y.
Phyllis Chadbourne, No. Edgecomb, Me.
Eleanore Cleary, Dorchester, Mass.
Blanche Couillard, Worcester, Mass.
Muriel Edge, Hamden, Conn.
Joan Flanagan, Peabody, Mass.
Margaret Fraser, Cambridge, Mass.
Mary Hamilton, Medford, Mass.
Isabel Hesketh, Seekonk, Mass.
Katherine Hogan, Lowell, Mass.
Dorothy Johnson, Roxbury, Mass.
Joan Kiley, Concord, N. H.
Mary Libbey, Lawrence, Mass.
Phyllis Low, Gloucester, Mass.
Jean Lutz, So. Orange, N. J.
Patricia Malloy, Beverly Farms, Mass.
Margaret Manning, Brighton, Mass.
Janice Miller, Manchester, Conn.
Mary Morse, New York, N. Y.
Joan Paris, Worcester, Mass.
Marie Pearce, Unionville, Conn.
Ruth Postler, Adams, Mass.
Marilyn Poulter, Salem, Mass.
Barbara Powell, Brighton, Mass.
Mary Scahill, Hopedale, Mass.
Elizabeth Smith, Dorchester, Mass.
Evelyn Smith, Malden, Mass.
Helen Smith, Medford, Mass.
Anna Spahl, Thompson, Conn.
Barbara Stevens, Plymouth, Mass.
Ruth Stillman, B.S., Wareham, Mass.
Ruth Stronach, Brookline, Mass.
Ruth Tillson, So. Carver, Mass.
Gertrude Walsh, Dorchester, Mass.
Irene Weisslinger, So. Weymouth, Mass.
Marjory Wescott, Sharon, Mass.
Sara Wilhelm, Cardiff, Maryland
Jane Wragg, Northampton, Mass.

RECOMMENDED READING

1. NURSES AND NURSING

Brown—Nursing as a Profession
Dock & Stewart—Short History of Nursing
Gelinas—Nurses and Nursing Education
Greenbie—Lincoln's Daughters of Mercy
Harper—Merely the Patient
Nightingale—Notes on Nursing
Poole—Nurses on Horseback
Wales—Public Health Nurse in Action

2. SOCIAL PROBLEMS

Addams—Twenty Years at Hull House
Beverly—In Defense of Children
Barton—And Now to Live Again
Bucklin—A Primer for White Folks
Cannon—Social Work in Hospitals
Deschweintz—Art of Helping People Out of Trouble
Fitch—One God
Graham—Earth and High Heaven
Richardson—Patients Have Families
Smillie—Preventitive Medicine and Public Health
Stern—Mental Illness, a Guide for the Family
Ward—The Snake Pit

3. ETHICS

Cabot—Meaning of Right and Wrong
Cabot—What Men Live By
Cabot & Dicks—Art of Ministering to the Sick
Fosdick—On Being A Real Person
Phelphs—Happiness
Rucker—Leadership
Shoemaker—How You Can Help Other People

4. BIOGRAPHY AND HISTORY

Andrews—Lost Commander
Cannon—The Way of an Investigator: a Scientist's Experiences in Medical Research
Cook—Florence Nightingale
Curie—Madame Curie
Gumpert—Hahnemann, Adventures of a Medical Rebel
Irving—Safe Deliverance
Jaffee—Men of Science in America
Mead—History of Women in Medicine
Radcliff—Yellow Magic: the Story of Penicillin
Raper—Men Against Pain; the Epic of Anesthesia
Sigerist—Great Doctors